



OHIO GRADUATION TESTS WORKBOOK
SOCIAL STUDIES



877-OHIOEDU (Voice)
614-387-0970 (TTY)
www.ode.state.oh.us

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INTRODUCTION

INFORMATION FOR FAMILIES

This guide is for students who have not passed a section of the Ohio Graduation Tests (OGT). Five guides are available: Reading, Writing, Mathematics, Science and Social Studies. They have been developed to help students take personal responsibility for their own learning. Each guide introduces students to a thinking strategy called mind mapping. This strategy helps students understand how they can think through test problems.

There are two purposes built into the guides. The first purpose is to help students develop a learning plan to work through test items that come from OGT practice tests. This plan helps students develop an understanding of test questions related to the state academic content standards and benchmarks.

Each guide walks students through the four stages in a learning plan:

PLAN – Students identify a coach and set up a meeting to review their OGT results. They see how well they performed on each standard and identify areas in need of improvement. Then they develop a schedule for working through the rest of the guide.

DO – Students work through several test items using the mind-mapping strategy. They see examples of mind mapping for some test items and try creating some on their own.

STUDY – Students are asked to think about what they have done. This is also called reflection. They complete a worksheet prior to setting up another meeting with their coach. During this meeting, students will review what they have discovered and set goals to improve their performance on the next test.

ACT – The coach helps the student develop an action plan to prepare for retaking an OGT.

The second purpose is to introduce students to a strategy that should help them improve their test-taking skills. The mind-mapping strategy has two parts. To make it work, students have to self-talk while they draw a picture of what they are thinking. The students are learning how to think about their thinking as they draw these visual maps.

If your student has decided to use this guide, there is a role that you can play. Praise your student for taking ownership. Support his or her learning. Help your student identify a coach who will be able to meet his or her learning needs. Encourage your student to stick with it! Monitor your student's work with his or her action plan. Your willingness to carry out this role is a critical factor in your student's success.

INTRODUCTION

INFORMATION FOR COACHES

This guide is for students who have not passed a section of the Ohio Graduation Tests (OGT). Five guides are available: Reading, Writing, Mathematics, Science and Social Studies. They have been developed to help students learn how to take personal responsibility for their own learning. Each guide also introduces students to a thinking strategy called mind mapping. This strategy helps students understand how they think through test problems.

The format of the guides requires students to select a coach who will guide them. If you have been asked to be a coach, then you have a major role to play in ensuring that your student has the support and encouragement necessary to be successful. You should thoroughly familiarize yourself with the guide, and be prepared to monitor and adjust material presented to fit your individual student. Be sure to look at the items recommended for coaches in the resource section of the guide.

By using this guide, you will help students develop a plan to work through test items from OGT practice tests. This plan helps students develop a deeper understanding of test questions related to the benchmarks in Ohio's academic content standards. As a coach, you will assist your student in working through the Plan-Do-Study-Act (PDSA) cycle. It is a scientific approach for developing improvement goals.

Each guide walks students through the four stages in a PDSA cycle. As a coach, you will assist your student to:

- PLAN** – Set up a meeting to review OGT results with your student. Guide your student in identifying his or her performance level for each content standard. Assist in specifically identifying the standards and benchmarks that are in need of improvement. Help develop a schedule for working through the remainder of the guide.
- DO** – Help your student work through several test items using the mind-mapping strategy. Your student will have a chance to view model examples of mind mapping for selected test items and then will try some on his or her own. As a coach, you will need to make a decision in terms of the level of support you will provide in this stage. Based upon the needs of your student, you may choose to work through each item example with your student, guide your student through a few examples and then let him or her proceed on his or her own or have your student tackle the entire section independently. Regardless of your decision, check in with your student to see how he or she is doing so that you can intervene if necessary.
- STUDY** – After your student finishes the DO section, help your student to think about or reflect upon his or her work by completing a worksheet prior to setting up another meeting with you. During this study meeting, your student will review what he or she has discovered about his or her own learning. The next step is to guide your student in setting some future goals to improve his or her score when he or she retakes the test.

(continued)

INTRODUCTION

INFORMATION FOR COACHES

ACT – You will now help your student develop an action plan that will list steps to be taken in preparation for retaking the OGT. Continue to monitor and support your student through the action plan timeline.

The mind-mapping strategy in this guide is a method for organizing content knowledge visually. The strategy has two parts. To make it work, students need to self-talk while they draw a visual picture of what they are thinking. Each guide offers students the opportunity to learn how to use this strategy as they think through test items specific to the content area being studied. The strategy aims to help students improve their test-taking skills through enhancing their metacognitive processing. Students who are able to think metacognitively:

- Are aware of how their mind processes information;
- Are able to plan a course of action and select an appropriate strategy to work through the problem presented;
- Monitor their thinking as they apply the selected strategy; and
- Reflect on their thinking by evaluating the outcome of their action.

Robert Marzano (2003) references Paivio's (1990) "dual-coding theory" of information storage in his study of instructional strategies that result in higher levels of achievement for students. This research discovered that students store knowledge in two forms:

- Linguistically (language-based) – involves the senses of hearing and seeing and our ability to store actual statements in our long-term memory.
- Non-linguistically (visual imagery-based) – which is expressed through mental pictures or graphic representations of learning and understanding.

The more students use both systems of representation – linguistic and non-linguistic – while they are learning new concepts, the better they are able to recall knowledge and think about it in an efficient and effective manner.

You play a vital role in the life of the student you choose to coach through this learning model. Stay connected and consistently focus on the progress your student is making toward established goals. As you identify further learning needs, help locate and ensure that your student has access to appropriate instruction and intervention. Ability to pass the OGT is critical to a student's future and can be achieved if appropriate assistance is provided. Good luck – and enjoy the process!

INTRODUCTION

INFORMATION FOR STUDENTS SOCIAL STUDIES



Hi, my name is Jason. I'm going to be your personal tutor. As you work through this guide, you will plan your own learning and learn how to use a strategy called mind mapping. This strategy will help you understand how your mind thinks through test questions and may help you score higher on your Social Studies OGT the next time you take it.

Like you, I needed to do better on the Social Studies OGT. I decided to take some real action steps to understand the social studies standards and benchmarks and to improve my test-taking skills. I'm going to walk you through the steps I took to prepare myself for retaking the Social Studies OGT. These action steps helped me – I think they will help you, too.

Here's how this guide is set up. You will develop a Plan-Do-Study-Act (PDSA) to work through test questions from the OGT practice tests. This guide takes you through the four stages in a PDSA:

- PLAN** – You will choose a coach and set up a meeting to review your Social Studies OGT results. Together, you will use your Score Report to identify the social studies standards that you did well with and those that need more work. Then you'll develop a schedule for working through the rest of the guide.
- DO** – You will work through several test questions using the mind-mapping strategy. You will see how I worked through test items and then you will try some on your own. It's important to remember that these will not be the questions you will see when you retake the test. However, we can learn by reviewing past questions and thinking about how to approach other questions that we will be given. I learned a lot about how I think and how to draw a map of what's going on in my head.
- STUDY** – After you finish the DO section, you will be asked to think about what you have done. You will set up another meeting with your coach. During this meeting, you will review what you have learned and set some goals based upon what you discovered about yourself.
- ACT** – Your coach will help you develop an action plan that will list steps to prepare yourself for retaking the social studies test. I shared my action plan so you will know how to do this. I'm working my plan right now so that I will be proficient or higher the next time I take the test.

This is my Plan-Do-Study-Act (PDSA) mind map. As you work through the guide, think about your work as building a pyramid where each new block is helping you to reach your ultimate goal – passing the Social Studies OGT!



INTRODUCTION

PDSA MIND MAP SOCIAL STUDIES

Step 1: Review the guide.

Step 2: Select a coach and set a meeting time.

Step 3: Gather your test results and work through the planning template.

PLAN

1

Step 4: Work through the test questions using mind mapping.

Step 5: Complete the reflection questions.

2 DO

Step 6: Think about your thinking by completing the reflection worksheet.

Step 7: Set a meeting with your coach and review your progress.

STUDY

3

Step 8: Develop an action plan.

Step 9: Tackle your action plan!

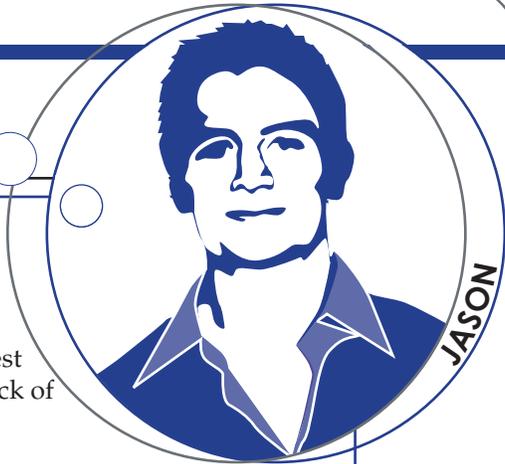
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ACT



PLAN

INTRODUCTION SOCIAL STUDIES



The first stage in a Plan-Do-Study-Act (PDSA) is to build the PLAN. The PLAN should help us to learn more about the social studies standards and benchmarks. And it should also include some new ways for us to think about test questions. I used the PDSA learning plan to keep track of my progress as I worked through the guide.

There are three steps in the planning process:

Step 1: Review the guide.

Step 2: Select a coach and set a meeting time.

Step 3: Gather your test results and work through the planning template.

Here's what I did for each of the steps.

Ideas to Consider:

I read over each introduction section for Plan-Do-Study-Act.

Target Date for Completion:

August 10

1

PLAN

Review the guide.

Ideas to Consider:

I used a brainstorming process to identify and help select a coach. I asked my best choice and set up a meeting time.

Target Date for Completion:

*Identify Coach, August 10
Meeting, August 17*

2

PLAN

Select a coach and set a meeting time.

Ideas to Consider:

Before meeting with my coach, I checked with the guidance counselor, social studies teacher and my parents to collect testing data, classroom grades and reports.

Target Date for Completion:

*August 17
(Take this information to the meeting with my coach.)*

3

PLAN

Gather your test results and work through the planning template.



PLAN

INTRODUCTION SOCIAL STUDIES

1

Review the guide.

Skim through the guide. Then go back and take time to read the introduction to each section. This will give you a good idea of how the guide is set up and what you will be doing in each stage of the PDSA.

A coach is someone that will agree to guide and work with you. It must be someone that you trust and with whom you feel comfortable. It should be someone who is available to meet with you on a regular basis. And he or she should have a pretty good understanding of social studies content.

I built a chart and determined my criteria for selecting a coach. Then I thought about people I might ask. You can see my list included a good friend, Julie. She was in social studies class with me last year and seems to really understand the important ideas. I think she would make a good tutor. Then I thought about my social studies teacher, Mr. Stewart. He said he was willing to help students over the summer so he might be willing to tutor me. Then I listed my uncle, Jamie. He's in college and will be home this summer, so he might have time to work with me.

2

Select a coach and set up a meeting time.

Once I had people identified, then I took one at a time and checked them against my criteria. You can look at my chart to get an idea of how I thought through each person and finally decided to ask my social studies teacher if he would tutor me. He agreed to include me with a group of students he planned to work with during the summer.

Name	Criteria				
	I trust this person.	This person understands social studies.	This person has time to meet with me.	This person would be willing to work with me.	This person is patient and understands how I learn.
Julie	✓	✓	I'm not sure what her summer schedule will be.	Perhaps.	✓
Mr. Stewart	✓	✓	He told the class he was going to tutor over the summer.	✓	✓
Jamie	✓	I think so, he got good grades in everything!	I'm not sure.	If he has the time, he would.	✓

STEP 2 CONTINUED ON NEXT PAGE



PLAN

PLANNING PROCESS SOCIAL STUDIES

Here's a chart for you to use. First, set your criteria and then try to come up with at least three people who might be good coaches. Check each person against your criteria and make a selection.

Name	Criteria				

Once you have decided on your coach, the next step is to ask. I talked with Mr. Stewart and he set up a time with me and a group of other students to meet so that we could look over the guide and get started.



PLAN

PLANNING PROCESS SOCIAL STUDIES

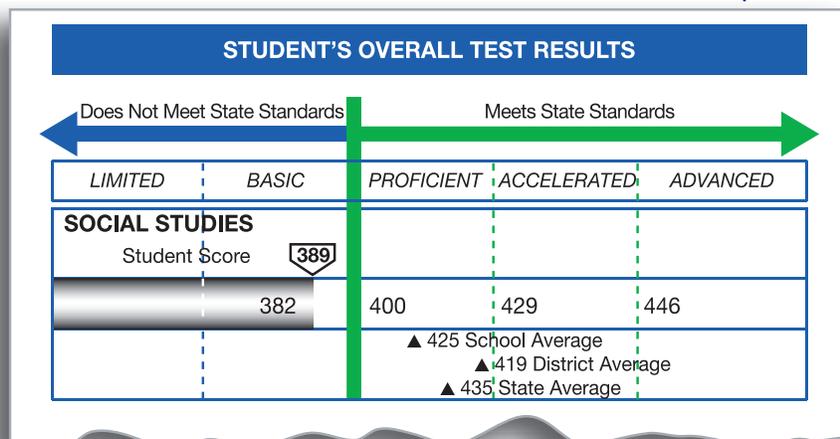
Now for step three, you need to gather your test results and use the Social Studies Standards and Benchmarks Worksheet to self-assess your current knowledge of social studies content. This worksheet contains information on all the key social studies concepts that we need to know. It will help you to decide which benchmarks you feel you understand and which ones you don't.

Mr. Stewart would have good information for me at the meeting about how well I had done in social studies the past year. I also decided to talk with my guidance counselor who had records of my results from a ninth-grade practice test that we took at school. I also asked my Mom for the Ohio Graduation Tests Family Report that came to our home. It has information on how I did on each of the five OGT tests. I took all of these things to the meeting with Mr. Stewart.

3

Gather your test results and work through the planning template.

First, he had us look at my results and I saw that I scored at the basic level in social studies and I need to be at proficient or above.



STEP 3 CONTINUED ON NEXT PAGE

PLAN

PLANNING PROCESS SOCIAL STUDIES

Then we look at my overall performance with the social studies content standards.

STUDENT PERFORMANCE IN CONTENT STANDARDS

Ohio Content Standards for SOCIAL STUDIES	Lower	About the Same	Higher	WI
History Explain cause and effect relationships among historical developments, including industrialization and imperialism. Show connections among historical developments occurring in different decades and centuries, such as World War I, World War II and the Cold War.		◆		
People in Societies Describe interrelationships that exist between cultural groups from exchanges of cultural practices to instances of discrimination and conflict. Analyze the influence of cultural perspectives on the actions of groups.	◆			
Geography Use maps and geographic data to analyze changes brought about by human activity. Analyze the characteristics used to define geographic regions.		◆		
Economics Compare how different economic systems determine what goods and services to produce, how to produce them and who will consume them. Explain various roles the U.S. government plays in the economy, such as providing public services and regulating economic activities.	◆			
Government Explain how applications of the U.S. Constitution have changed due to amendments ratified since Reconstruction. Analyze how various systems of government, ranging from democracies to theocracies, acquire and use political power.	◆			
Citizenship Rights and Responsibilities Analyze the methods people use to bring about changes in governmental policy and in systems of government. Describe how the exercise of individual rights is balanced against the rights of others and the welfare of the larger community.	◆			
Social Studies Skills and Methods Examine sources of information to determine if they are reliable and credible. Show how to use evidence to support or refute a position on an issue.	◆			



STEP 3 CONTINUED ON NEXT PAGE

PLAN

PLANNING PROCESS SOCIAL STUDIES

Using everything we had learned about my performance, we worked through the entire worksheet. This took us about 45 minutes. Here's my self-assessment of the People in Societies and Geography standards as an example:

Content Standards: People in Societies and Geography		
Benchmarks: People in Societies	Self-assessment:	
	Know this	Needs further study
Analyze the influence of different cultural perspectives on the actions of groups.	✓	
Analyze the consequences of oppression, discrimination and conflict between cultures.		✓
Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.		✓
Benchmarks: Geography		
Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time.	✓	
Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.	✓	
Analyze the patterns and processes of movement of people, products and ideas.	✓	

After we completed the benchmarks worksheet, Mr. Stewart helped me build a timeline for completing the other sections of the guide. I wrote the dates into my PDSA plan.

Since Mr. Stewart was tutoring a number of us, he set up special hours that he would be available to work with us. We all promised to check back with him at least once a week.



STEP 3 CONTINUED ON NEXT PAGE

PLAN

PLANNING PROCESS SOCIAL STUDIES

Plan-Do-Study-Act

Jason's Social Studies PDSA Schedule

PDSA Steps	Ideas to Consider	Target Completion Date	Date Completed
PLAN 1. Review the guide.	<i>I read over each introduction section for Plan-Do-Study-Act.</i>	August 10	✓
PLAN 2. Select a coach and set a meeting time.	<i>I used a brainstorming process to identify and help select a coach. I asked my best choice and set up a meeting time.</i>	August 10 Meeting set – August 17	✓
PLAN 3. Gather your test results and work through the planning template.	<i>Before the meeting with my coach, I checked with the guidance counselor, social studies teacher and my parents to collect testing data, classroom grades and reports.</i>	August 17 (Take this information to the meeting.)	✓
DO 4. Work through the mind-mapping test questions.	<i>My coach helped me develop a timeline and worked through a couple of the test questions with me to help me get started. Then I was on my own.</i>	August 30 (I planned for 45-60 minute work sessions.)	✓ Had all the questions completed by August 29!
DO 5. Complete the reflection questions for each test question.	<i>I completed all the reflection questions and checked with my coach when I had a problem.</i>		
STUDY 6. Think about your thinking by completing the reflection worksheet.	<i>I spent time reviewing my maps and my responses to the reflection questions. I filled out the reflection worksheet.</i>	August 31	✓
STUDY 7. Set a meeting with your coach and review your progress.	<i>I called my coach and we set up another meeting to review my results.</i>	September 2	✓
ACT 8. Develop an action plan.	<i>Together we developed an action plan to put into place before I was scheduled to retake the OGT.</i>	September 2	✓
ACT 9. Tackle your action plan!	<i>I had six weeks to work on my plan. With lots of support, I did it. I felt ready to retake the test.</i>	Mid-October Ready for retake!	



PLAN

PERFORMANCE VERBS SOCIAL STUDIES

With my learning plan completed, I decided to review the other items in the PLAN section of the guide before starting on the DO section.

First, I looked over the information on the different types of thinking that are in the social studies benchmarks. Teachers refer to these as Performance Verbs. The chart included in the guide reminds me of the types of verbs that I'll see in the test questions.

<i>Performance Verb</i>	<i>What it means</i>
Analyze	To think about the different parts of a problem or situation to figure out the traits of the whole (e.g., looking at several two-dimensional perspectives to decide a type of three-dimensional object).
Compare	To look at traits or qualities to find out what is alike and what is different. "Compare" is usually stated as "compare with." You are to highlight similarities, but differences may be mentioned.
Describe	To represent a thought or an idea, such as noting changes taking place over time.
Evaluate	To determine the value of something for a given purpose based on certain standards or criteria (e.g., explaining the pros, cons and/or results of a decision).
Explain	To make clear or give reason for something (e.g., explaining factors that cause a certain kind of reaction).
Formulate	To express a thought or an idea based on the review of information (e.g., coming up with a category to organize what seem to be objects or events that are not alike).
Infer	To extend information beyond what is directly stated (e.g., extractive data from a graph).
Predict	To use what is already known to make a statement about what will happen in the future.
Summarize	To condense information (e.g., stating the main points of an argument).
Support	To show evidence to back a conclusion or argument (e.g., citing people with similar points of view).
Trace	To describe a path or sequence (e.g., to explain the chronology of events).



PLAN

TEST-TAKING TIPS SOCIAL STUDIES

I also reviewed the test-taking tips on the different types of questions just to refresh my memory.

- Get plenty of rest.
- Eat breakfast and dress comfortably on each day of testing.
- Be confident of your ability and give your best effort.

General Test Tips

- Read the directions carefully.
- If the question is asking for facts, do not give your personal opinion on the topic.
- Make an outline before writing. This way your response will be more organized and fluid.
- Address all parts of the question.
- If you have time left at the end, proofread your work and correct any errors.

Short-Answer and Extended-Response Tips

Unlike the Ninth-Grade Proficiency Tests, the Ohio Graduation Tests include more than just multiple-choice questions.

There are three different kinds of questions on the OGT:

Types of Questions

- 1) Multiple choice;
- 2) Short answer; and
- 3) Extended response.

- Read the entire question before attempting to answer it.

- First, try to answer the question without looking at the choices. Then, look at the choices to see if your answer is the same as, or close to, one of the choices.

- Read carefully any question using the words “not” or “except.”

- Don't keep changing your answer. Usually your first choice is the right one, unless you did not read the question correctly.

Multiple-Choice Tips

Then it was time to move to the DO section. This is going to take some time. In fact, you might want to schedule the work over several days like I did in my plan. I decided to work on at least two questions per day and to set aside 45 to 60 minutes each time I worked. Find a quiet place to work and get yourself organized for learning. Take a deep breath and dive right in!



PLAN

PLAN-DO-STUDY-ACT CHART SOCIAL STUDIES

Plan-Do-Study-Act

Name: _____

PDSA Steps	Ideas to Consider	Target Completion Date	Date Completed
PLAN 1. Review the guide.			
PLAN 2. Select a coach and set a meeting time.			
PLAN 3. Gather your test results and work through the planning template.			
DO 4. Work through the mind-mapping test questions.			
DO 5. Complete the reflection questions for each test question.			
STUDY 6. Think about your thinking by completing the reflection worksheet.			
STUDY 7. Set a meeting with your coach and review your progress.			
ACT 8. Develop an action plan.			
ACT 9. Tackle your action plan!			



PLAN

CONTENT STANDARDS SOCIAL STUDIES

Social Studies and Benchmarks Worksheet

Name: _____
Performance Level: _____
Performance Level Needed: _____
Social Studies Scale Score: _____
Score Needed: _____

Content Standard: History		
Benchmarks:	Self-assessment:	
	Know this	Needs further study
Explain connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments.		
Explain the social, political and economic effects of industrialization.		
Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.		
Connect developments related to World War I with the onset of World War II.		
Analyze connections between World War II, the Cold War and contemporary conflicts.		
Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.		



PLAN

CONTENT STANDARDS SOCIAL STUDIES

Social Studies and Benchmarks Worksheet (continued)

Content Standards: People in Societies and Geography		
Benchmarks: People in Societies	Self-assessment:	
	Know this	Needs further study
Analyze the influence of different cultural perspectives on the actions of groups.		
Analyze the consequences of oppression, discrimination and conflict between cultures.		
Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.		
Benchmarks: Geography		
Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time.		
Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.		
Analyze the patterns and processes of movement of people, products and ideas.		



PLAN

CONTENT STANDARDS SOCIAL STUDIES

Social Studies and Benchmarks Worksheet (continued)

Content Standards: Economics, Government, Citizenship Rights and Responsibilities		
	Self-assessment:	
	Know this	Needs further study
Benchmarks: Economics		
Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them.		
Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.		
Benchmarks: Government		
Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions.		
Analyze the differences among various forms of government to determine how power is acquired and used.		
Benchmarks: Citizenship Rights and Responsibilities		
Analyze ways people achieve governmental change including political action, social protest and revolution.		
Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good.		
Content Standards: Social Studies Skills and Methods		
Benchmarks: Social Studies Skills and Methods		
Evaluate the reliability and credibility of sources.		
Use data and evidence to support or refute a thesis.		



DO

INTRODUCTION SOCIAL STUDIES



The second stage in a PDSA is to DO what you have planned.

There are two steps in the doing process:

Step 4: Work through the test questions using mind-mapping.

Step 5: Complete the reflection questions.

You will spend some time working through test questions. I picked eight multiple-choice, three short-answer, and two extended-response questions for you to practice.

For some items, I'm going to model the mind-mapping strategy by showing you my mind map and talking you through my thinking. For others, I've given you some key ideas to jump-start your thinking and begin creating your own map. Go ahead and talk to yourself (out loud if you like) while you draw your map.

For other test questions, you are going to be on your own. After you finish your work, you can take a look at my mind maps. These are in the back of the guide in the Reference section. Your mind map may look different than mine. In fact, you might have solved the problem in a different way and that is okay. The important thing is that you should have the same right answer.

I've listed the social studies standard and benchmark for each question. Do your thinking and mapping for each question and don't forget to complete the reflection box. This is going to be very important to you when you move into the STUDY stage of the PDSA. Your reflections will help you develop your next action plan.

Are you ready? Take your time. There is no clock ticking. You can spend as much time as you need on each test question. Good luck and have some fun!



Standard: History

Benchmark B: Explain the social, political and economic effects of industrialization.

8. Progressive reformers after 1900 sought federal legislation to regulate working conditions and to set a minimum age for child labor. The need for this legislation was prompted by
- A. Civil War casualties leading to children taking the jobs of adults.
 - B. unions restricting membership to adult workers.
 - C. industrialists using child labor to keep production costs down.
 - D. lack of job opportunities for children seeking after-school jobs.





JASON

This question requires me to think back to when we studied the Progressive Era. If I remember right, the Progressives were reacting to all the abuses of industrialization in America at the turn of the 19th century.

They wanted to make society better and to improve the lives of people. This question gives two examples of Progressive reforms: regulating working conditions and setting a minimum age for child labor. Those examples are two *effects* of legislation.

1

2

The question, though, says “legislation was prompted by” which means it’s asking for *causes* that led the Progressives to push for federal legislation. I’m going to try mapping my thinking using a flow chart to see which response is the best for this question.

CAUSES

EFFECTS

Industrialists
used child
labor

Poor working
conditions in
factories

PROGRESSIVES
SOUGHT
LEGISLATION

Minimum
age for child
labor

Regulation
of working
conditions

NEXT PAGE



3

So, given the Progressives' *mindset*, what caused them to push for federal legislation that would result in better working conditions and child labor laws?

I don't think it can be A – the time period doesn't match. So I can eliminate that one right off.

4

B doesn't seem correct either. The question doesn't really talk about unions. **B** says "unions restricting membership to adult workers." I don't think setting a minimum age for child labor would make unions change their membership rules. I'm pretty sure I can eliminate that one also.

That leaves **C** and **D**. **C** sounds right to me. I'll check **D** before I make my decision.

D doesn't seem correct. Many children were working full-time during the industrial age. They didn't even get to go to school.

So the correct answer is **C**. Many children had to work long hours, in unsafe conditions and got very little pay.

Mind-mapping using a cause-and-effect flow chart helped me confirm my answer.

Reflection Questions

1. What did you notice about how Jason worked through the responses he had to choose from?

2. Did you use this strategy of elimination? How did it work for you?

3. What did you notice about how Jason self-talked through this question?

4. Did the mind map help you to see how he thought through the selection of an answer?



Standard: History

Benchmark F: Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.

Use the following list to answer question 17.

Key Developments for the United States in the 1920s

- easy credit and a rise in consumer debt
- growing unemployment in key industries such as construction
- overproduction and declining farm income
- buying stocks on margin and soaring stock prices

17. What was significant about the developments shown above for the United States in the 1920s?
- A. They were causes of World War II.
 - B. They were signs of difficulties within the U.S. economy.
 - C. They demonstrated the ability of the Federal Reserve to control the money supply.
 - D. They led to legislation restricting immigration to the United States.



Use the Talking Points to help you create your map.

Talking Points

- What information is provided?
- What terms must you understand in order to answer this question correctly?
- What is the question asking?
- Can any of the answers be quickly eliminated? Why?
- What type of mind map would help you to connect your prior knowledge together to answer this question?

Reflection Questions

1. Were you able to connect back into your long-term memory to capture what you already knew about the 1920s? What was difficult?

2. How did you think through your mind map?

3. Take a look at Jason’s mind map back in the Reference section. Did he approach his thinking the same way as you did? What did he do the same? What did he do differently?



Standard: People in Societies

Benchmark A: Analyze the influence of different cultural perspectives on the actions of groups.

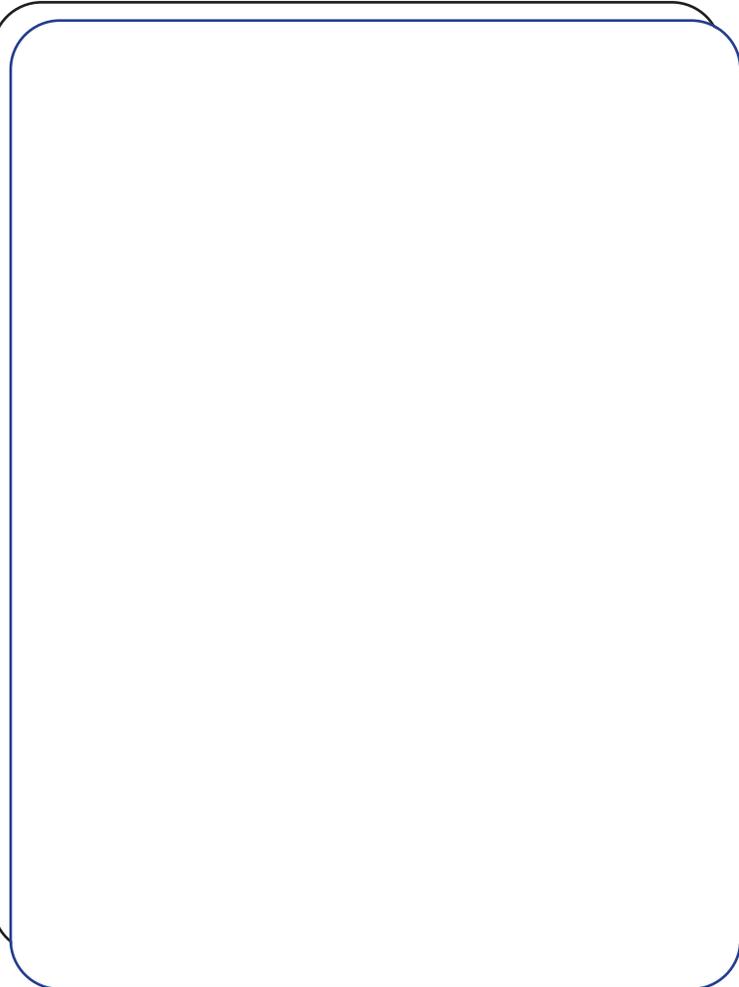
10. The proposal by Great Britain to grant Indian independence in 1947 drew opposition from Muslim leaders. Their view was that they were denied a voice in the Hindu-dominated independence movement. As a result, Indian Muslims wanted
- A. a separate independent Muslim country.
 - B. the continuation of British rule until differences could be resolved.
 - C. an independent India dominated by Muslims.
 - D. the forced evacuation of Hindus from India.



Use the Talking Points to help you create your map.

Talking Points

- What terms must you understand in order to answer the question?
- Which group is the minority: Hindus or Muslims?
- Was this a religious issue or a political issue?
- Was Indian independence a certainty?
- Which answers can be quickly eliminated?
- Given what you know about this time in history, does your answer make sense?



Reflection Questions

1. Did I understand the content in this question well enough to be able to correctly answer the question? If not, what might I do to increase my understanding?

2. If I have made a mind map and I'm still not sure of the answer, what is the best way to select the correct answer?

3. Look at Jason's mind map in the Reference section. Did he approach this question in the same way I did, or did he use another approach? What can I learn from viewing mind maps from other students?



Standard: People in Societies

Benchmark C: Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.

32. In the late 19th and early 20th centuries, many immigrants who came to the United States did not speak English as their native language. One way this resulted in the exchange of cultural practices was that
- A. most people were able to speak several languages fluently.
 - B. people from other countries tended to remain culturally isolated.
 - C. people without knowledge of English were not allowed to immigrate.
 - D. words from other languages entered into the mainstream vocabulary.



Use the Talking Points to help you create your map.

Talking Points

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Reflection Questions

1. What did you select as key vocabulary in this question?

2. How did that help you start to self-talk and draw your own mind map?

3. Take a look at Jason’s mind map in the Reference section. He mapped out his knowledge in two different ways. Which approach, tree diagram or flow chart, is most like your mind map?



Standard: Economics

Benchmark A: Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them.

9. When the government controls all major industries and decides what products will be produced and how many of each type of product will be produced, what type of economy is described?
- A. mixed
 - B. market
 - C. traditional
 - D. command



Use the Talking Points to help you create your map.

Talking Points

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Reflection Questions

1. This question requires you to have a good understanding of economics. Were you able to think through the four types of economies described? If not, how can you be more prepared for questions related to economics on the next retake of the OGT?

2. Did you see Jason’s mindmap in the Reference section? Was there certain vocabulary that was difficult for you? If so, list them here:



Standard: Citizenship Rights and Responsibilities

Benchmark B: Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good.

11. Charles Schenck was found guilty of violating the 1917 Espionage Act by distributing leaflets through the mail urging men to resist induction under the military draft for World War I. On appeal, Schenck's attorneys argued the distribution of the leaflets was protected by the First Amendment. The Supreme Court upheld his conviction. This case illustrates how individual rights can be balanced against
- A. the rights of other individuals
 - B. the security of the nation in a time of war.
 - C. the opportunities for people to enlist in the military
 - D. the interest of the government in keeping courts open to provide justice.



Use the Talking Points to help you create your map.

Talking Points

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Reflection Questions

1. What were the key terms in the question that you had to know to be able to answer it?

2. Describe how you decided to map your knowledge about individual rights and how this case tied to those rights. What problems did you have in drawing your map?

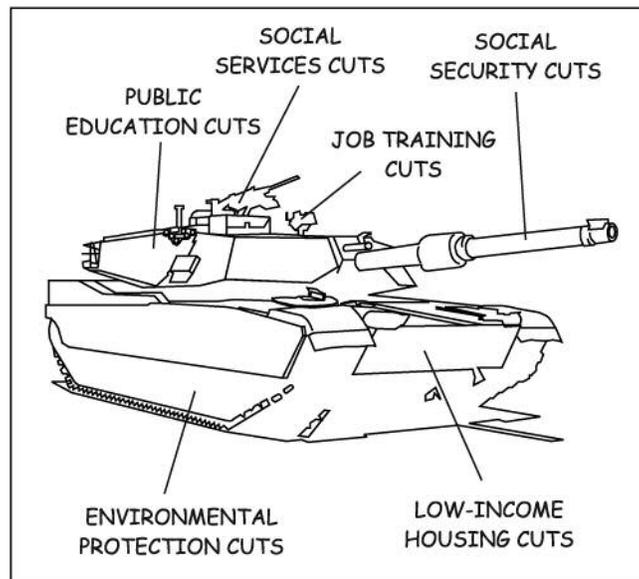
3. Check back in the Reference section and look at Jason’s mind map. Take a few minutes to read through his self-talk. How was your thinking similar to his thinking?



Standard: Social Studies Skills and Methods

Benchmark A: Evaluate the reliability and credibility of sources.

Use the following cartoon to answer question 21.



21. The cartoon above could be described as
- A. an objective source of factual information.
 - B. a biased criticism of increases in defense spending.
 - C. a biased criticism of increases in the federal budget.
 - D. a biased criticism of increases in spending on social programs.



Use the Talking Points to help you create your map.

Talking Points

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Reflection Questions

1. What are some of the important things to think about when you are trying to answer questions about political cartoons?

2. What were some of the problems you encountered as you thought through this question?

3. If you had trouble thinking it through, take a peek at Jason's example in the Reference section. Was there anything that he did that could help you think this through differently?



Standard: Social Studies Skills and Methods

Benchmark A: Evaluate the reliability and credibility of sources.

29. Which would be the most credible primary source about conditions in Nazi concentration camps during the Holocaust?
- A. a novel set in a concentration camp
 - B. an account of camp life by a survivor of a concentration camp
 - C. a 1942 movie produced by the German government depicting concentration camp activities
 - D. a film about the camps directed by a person whose parents were in a concentration camp



Use the Talking Points to help you create your map.

Talking Points

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Reflection Questions

1. What did you consider when you thought about how to mind-map this question? Does Jason’s mindmap in the Reference section help?

2. Did you have any trouble figuring out what skills or methods you were asked to use in this question? If so, what skills do you need to focus on to improve your performance?



Standard: History

Benchmark F: Identify major historical patterns in domestic affairs of the United States during the 20th century and explain their significance.

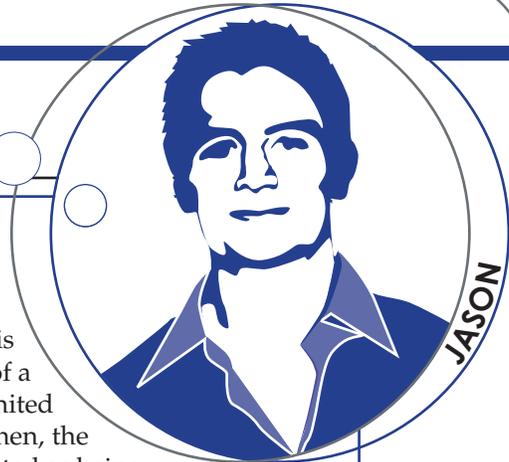
12. During times of war or perceived danger to the United States, groups of Americans have been singled out as potentially disloyal to the country. For example, during World War I, patriotic support for the war led to a distrust and persecution of German-Americans. In some places, German language instruction was forbidden, and German culture and heritage were subject to discrimination.

Identify a group of Americans that was targeted as potentially disloyal in the years between 1940 and 1985.

Explain why this group was targeted.

Write your answer in the **Answer Document**. (2 points)





Let's look at a short-answer question. These questions are worth two points.

After reading this first one, it seems the question is asking for two things. First of all, it wants the name of a group that was targeted as being disloyal to the United States sometime between the years 1940 and 1985. Then, the question asks me to explain why the group was targeted as being disloyal.

I'm going to start with the first part of the question and select a group that was targeted as disloyal. My teacher demonstrated in class how to use a circle map to brainstorm different ideas. I think I'll start with that mind-map strategy. I'll put the topic in the circle, then add groups around that circle.

1

Thinking back on history lessons we had, I seem to remember that in the 1940s, Japanese-Americans, along with other foreign immigrants and citizens, were targeted as being disloyal.

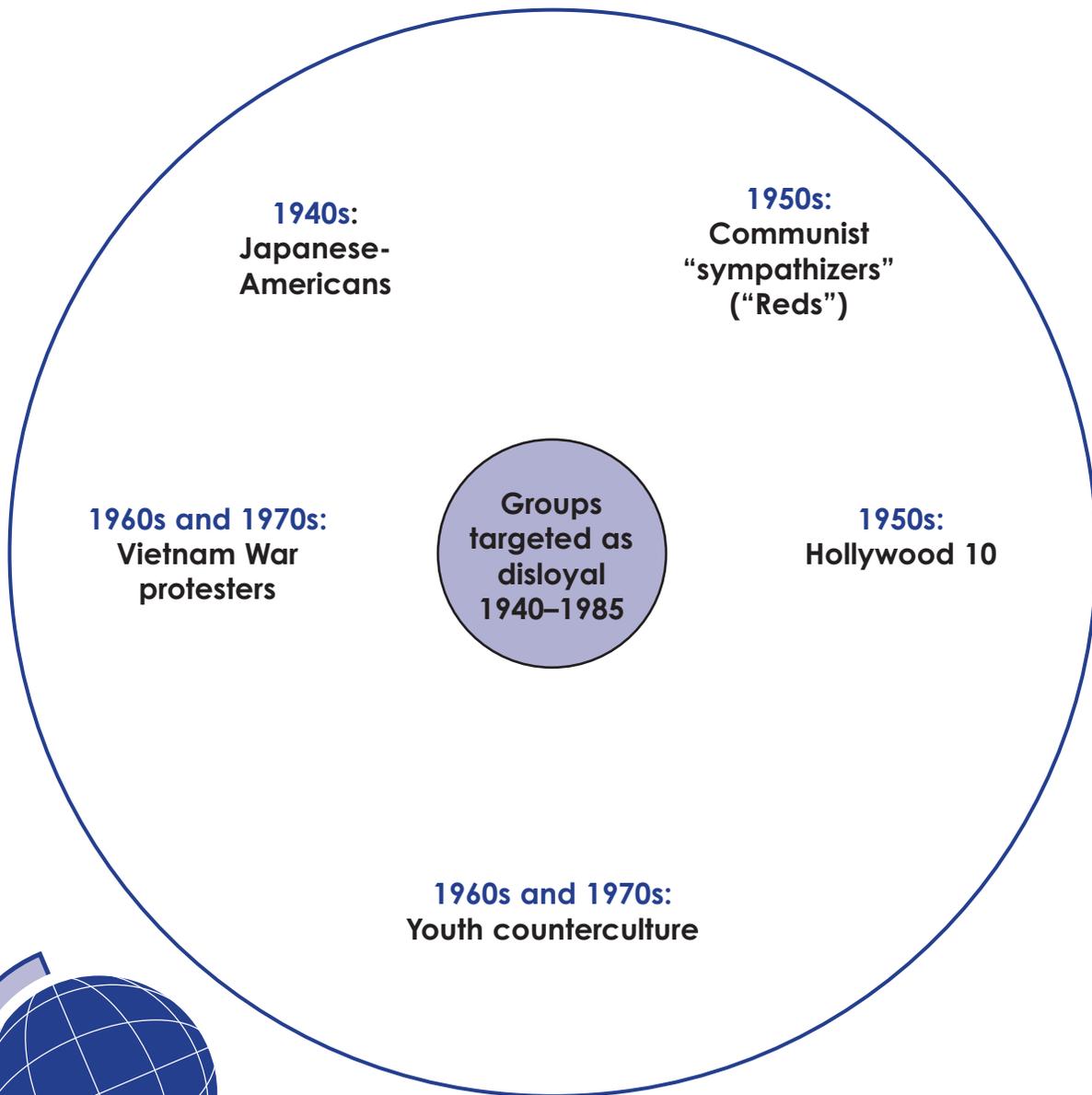
We talked about other groups, as well. For instance, in the 1950s, individual people were singled out as so-called communist sympathizers. The Hollywood Ten was one example.

Then there was the whole youth counter-culture of the 1960s that was thought to be opposed to beliefs valued by American citizens. Groups like the Vietnam War protesters were investigated by the government in the 1960s and 1970s.

NEXT PAGE



**Targeted Groups 1940–1985
Mind Map A**



This gives me plenty of groups to consider, so now I'll need to choose one and answer part two of the question.

2

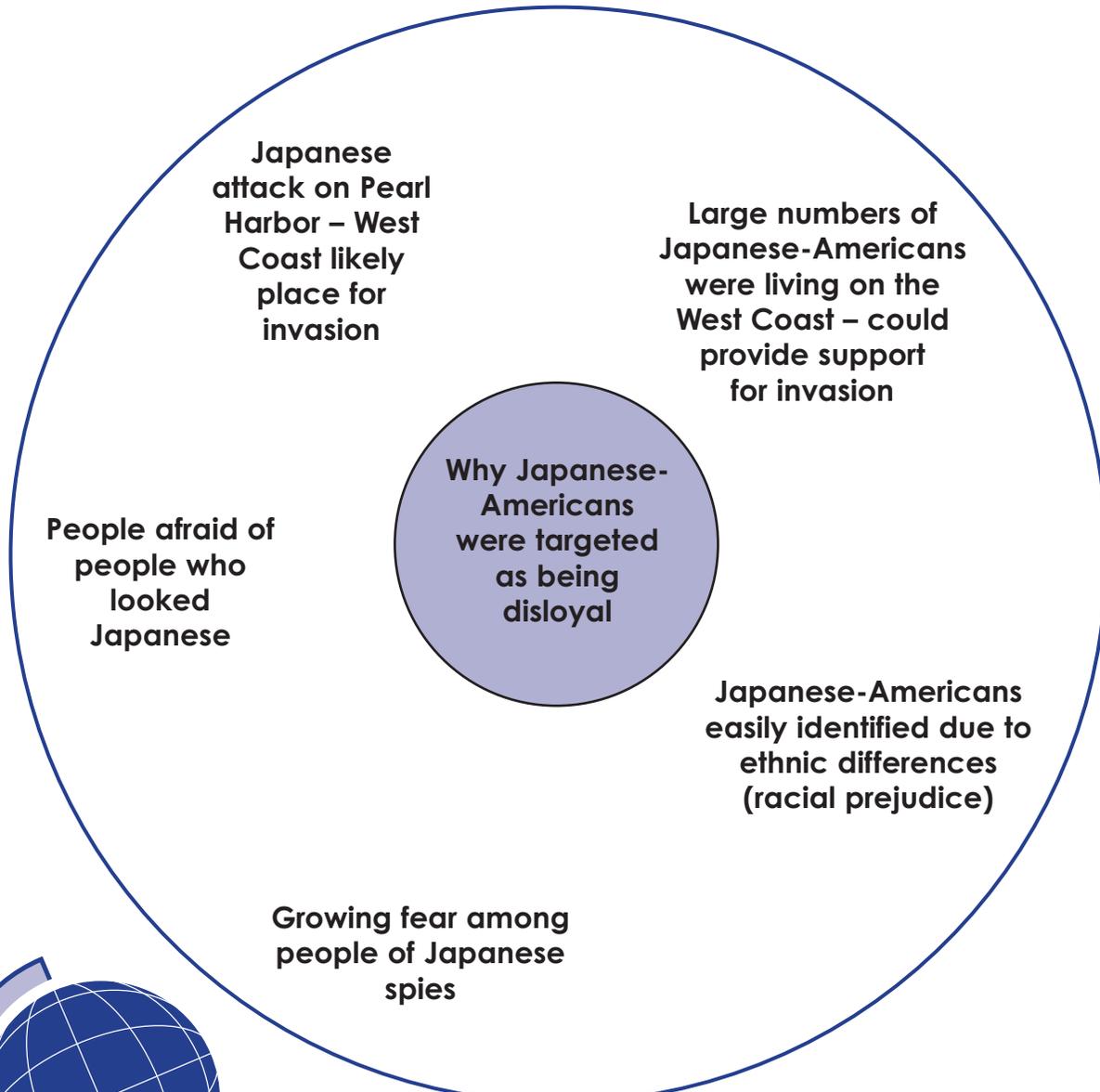
I'll choose the Japanese-Americans in the 1940s. I'm going to complete another circle map to help me organize my ideas. First, I'll write *Why Japanese-Americans were targeted as being disloyal* and circle it. Then I'll put my ideas around the circle. Let's see. After Pearl Harbor was attacked, people were afraid of people who looked like they were Japanese. People were suspicious because of the war.

Many Japanese-Americans lived on the West Coast. Some people worried that they were Japanese spies. They were easy to pick out because of their ethnic identity. So, thousands were rounded up and sent to internment camps in the Western United States.

Because of the attack on Pearl Harbor and the location of Japan, the West Coast would have been a likely place for an invasion. With so many Japanese-Americans living on the West Coast, many other Americans were afraid that they could easily help the enemy if an invasion occurred there.

NEXT PAGE 

**Internment of Japanese-Americans
Mind Map B**



3

That's plenty of information to put into my response. First, the name of the group, then the reasons the group was targeted – and another two points for me. Here goes ...

Two-point response (Jason's response)

Between the years of 1940 and 1985 Japanese-Americans were targeted as potentially disloyal. This was the time period of World War II, right after Japan had bombed us at Pearl Harbor. Americans became suspicious and paranoid of all Japanese, and started to treat them as if they were a threat to America, even if they had lived in America the whole time. They were taken to special camps just for Japanese-Americans, where they were treated terribly. This suspicion and discrimination continued for years after the war had ended.

One-point response

In the 1940s Japanese-Americans were targeted because of Japan bombing Pearl Harbor.

Zero-point response

African Americans were targeted as potentially disloyal. America made them do their cleaning and farming for them.



Use the Talking Points to help you create your map.

Talking Points

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Reflection Questions

1. How did the circle map help Jason organize what he remembered about targeted groups between the years of 1940 and 1985?

2. Jason was able to recall enough information to write a two-point response. It is important not to skip these questions on the test. Even a partial answer can earn points toward the final score.

3. Pick one of the other groups that Jason identified in his first circle map and develop a circle map of things you remember about this group. Then try to write a response that would get you two points.



Standard: People in Societies

Benchmark B: Analyze the consequences of oppression, discrimination and conflict between cultures.

30. To encourage western settlement, the Homestead Act of 1862 offered free land, primarily on the Great Plains, to anyone who would live on it and cultivate it for at least five years. By 1900, over 400,000 families had taken advantage of the offer. Although the federal government had signed treaties with the Indian nations living in these areas, no effort was made to honor them.

Identify two consequences of these contacts between the new settlers and Native Americans during the late 1800s.

Write your answer in the **Answer Document**. (2 points)



Use the Talking Points to help you create your map.

Talking Points

- What terms might create difficulty in answering this question?
- What information does the question itself provide that will help you answer it?
- What does the verb in the question require you to do?
- What social studies thinking skill does the question call for?
- How can you represent that skill visually or graphically?



Reflection Questions

1. What mind-mapping strategy did you use and why?

2. Take a look at Jason's self-talk and mind map in the reference section. What similarities and differences are there between his mind map and the one you developed?

3. How did your written response compare to Jason's response?



DO

**Social Studies OGT Practice Test
Item 36**

Standard: Citizenship Rights and Responsibilities

Benchmark A: Analyze ways people achieve governmental change, including political action, social protest and revolution.

36. Compare the role citizens may have in selecting leaders in dictatorships and absolute monarchies.

Write your answer in the **Answer Document**. (2 points)



Use the Talking Points to help you create your map.

Talking Points

- Make sure you describe the role of *citizens* in both forms of government.
- What terms must you understand in order to write a written response to the statement?
- Double-check your answer to make sure it specifically answers the statement.
- Write legibly. Take advantage of the space in the Answer Document.



Reflection Questions

1. What are some good mind-mapping approaches that you can use to compare topics or concepts?

2. How much information do you need to give on a two-point, short-answer question?

3. How did your mind map and response compare to Jason's? (See the Reference section.)



DO

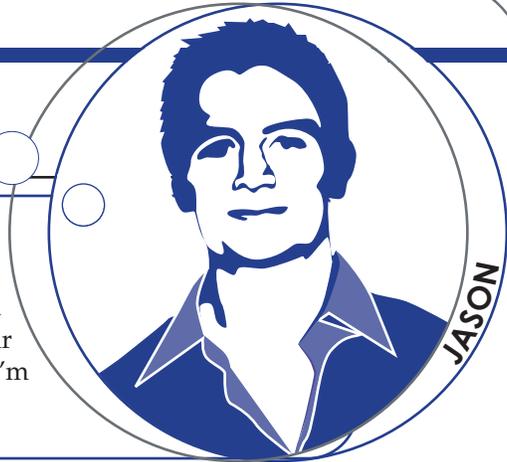
**Social Studies OGT Practice Test
Item 6**

Standard: History

Benchmark B: Explain the social, political and economic effects of industrialization.

6. Explain four effects of industrialization on living and working conditions for the early industrial working class that moved to the new industrial towns of 19th-century Britain. Write your answer in the **Answer Document**. (4 points)





Extended-response questions are pretty tough, but if I break the questions down into smaller parts, it usually helps me get a good idea on how to respond. These questions are worth four points each – so they are really worth the effort. I’m going to talk and draw my way through this one.

1

This extended-response question was on the OGT practice test. After reading it carefully, I see that it asks me to explain four effects. In social studies, we talk about cause and effect quite a bit. I know that a cause makes something happen and the *thing* that happens is the effect.

2

I want to take a careful look at the question again and look for the performance verb. In this case I have to *explain* the four effects. This requires me to do more than just list the effects. I also have to provide some additional details or information in my written response.

3

Now I’m going to look to see if there are any clues that might help me. One clue is that this question is about Britain. England is part of Britain. And the question references the 19th century. That’s the 1800s. And a third clue is that the question is about industrialization.

NEXT PAGE



4

I remember that industrialization started when English people started building a lot of factories to produce all sorts of things.

5

This question is asking me to think about the working class, the people who worked in those factories. What were their living and working conditions like?

6

So the cause – industrialization – is the main topic. And I need to think about four effects that came about as a result of industrialization on the workers in the factories.

7

This is not as hard as it seems. I can think of a bunch of effects. One was that so many workers moved to the cities in Britain to work in the factories that there weren't enough places to them all to live. People were poor, because they had to work really long hours for really low pay.

NEXT PAGE 

8

With the people crowding together, diseases spread easily. Pollution was a big problem and helped cause a lot of sickness. It was hard to find clean water and the air was really dirty and full of smoke.

9

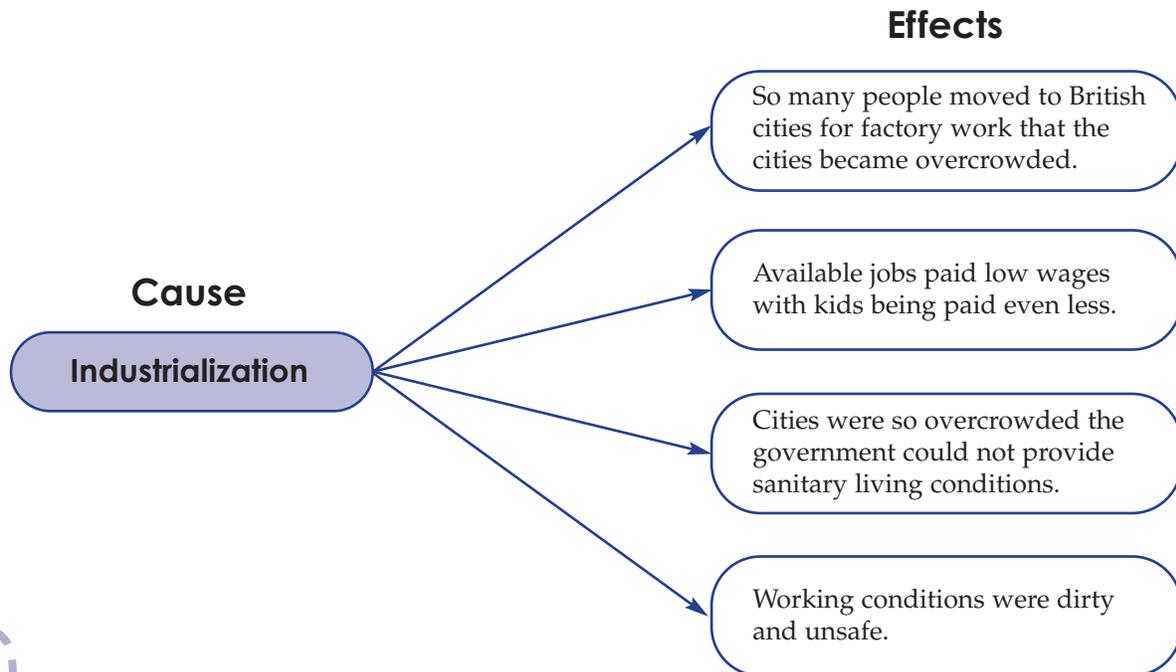
Our history book had pictures in it that showed how dangerous it was to work in those factories because of all the machines and the pressure to work fast. The factories had muddy floors. I think they were called sweatshops because the factory workers worked so hard that they perspired. A lot of times the workers were kids younger than me because factory owners could pay kids even less money.

10

I'm going to chart out some of my ideas into a mind map. This should help me organize my written response.



—NEXT PAGE →



11

Now, I have to write a complete response. I'm going to use my ideas from the mind map and be sure that I have four points included in my answer. Here's what I was able to put together ...

Three-point response (Jason's response)

Four effects of industrialization on living and working conditions are that the working conditions weren't great – they worked on muddy floors in sweatshops – living conditions were bad because there were too many people crowded into the cities. Another thing about living conditions is that not very many people could find work so they were in poverty. Another thing about working conditions is that the people didn't get paid enough.



NEXT PAGE

12

Jason only got three-points on this one. He didn't use his whole mind map in his answer. What could he have done to make it a four-pointer?

Four-point response

Industrialization played a huge role on living and working conditions in the 19th century. Everyone moved into cities and towns to work. This led to overpopulation in all major cities.

With the overpopulation, disease and sickness were spread easily. One major epidemic was cholera. The living conditions were poor because most people still were poor. They were getting paid very little and working near 14-hour days. Kids were also forced to work!

Over all industrialization helped the rich get richer and the poor get poorer.

Two-point response

Industrialization effected work conditions by making them more hazardous because of the large machinery. It changed alot of peoples living conditions because many lived in rural areas but moved to cities to work in factories.

One-point response

Four effects of industrialization on living and working conditions for the early industrial working class that moved to the new industrial towns of 19th century Britain were 1.) more jobs. 2.) better ways. 3.) safer environments & 4.) better experiences.

Zero-point response

The four effects of industrialization on living and working conditions helped many Americans. One being workmans comp. This way if a man was inured while working, he didn't have to use his own money for medical care. Another good thing about industrialization was that it took child labor out of factories. This kept it much safer to the children.



Use the Talking Points to help you create your map.

Talking Points

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Reflection Questions

1. What were the key terms in the question that Jason had to know to be able to answer it?

2. What are some of the most important things to do before you try to answer an extended-response question?

3. What could Jason have done differently to get four-points on his response?



Standard: Economics

Benchmark B: Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.

24. One way the Federal Reserve System seeks to influence money supply in the United States is by setting the reserve requirement for banks. The reserve requirement is the percentage of deposits banks must keep on reserve and not lend out.

- Considering that the inflation rate rose significantly from 1976 to 1980, identify the change (increase or decrease) the Federal Reserve System could have made in the reserve requirement to reverse that trend.
- Describe the expected impact this change in the reserve requirement would have had on:
 - consumer spending
 - business spending
- Explain why this change in the reserve requirement would produce the desired effects on spending.

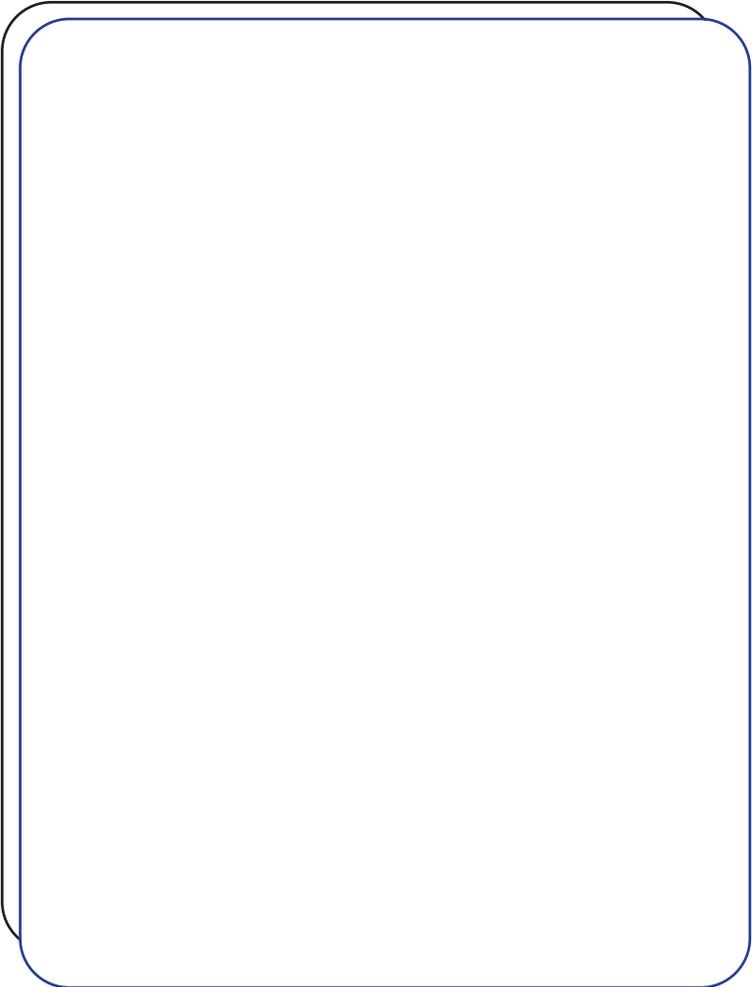
Write your answer in the **Answer Document**. (4 points)



Use the Talking Points to help you create your map.

Talking Points

- This is an extended-response question with more than one part. Read the entire question carefully several times.
- What terms must you understand in order to answer the question?
- What is the question really asking?
- What is the role of the Federal Reserve System?
- Does the question give you any definitions that will help?
- How are spending and inflation related?
- How could this be represented visually or graphically?



Reflection Questions

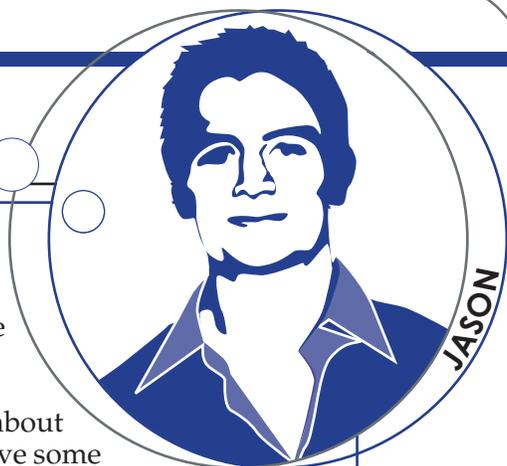
1. Describe why you chose to mind-map your thinking the way you did. Take a peek at Jason's mind map in the Reference section. Was his map different or similar to yours?

2. What are some of the most important things to do before you try to answer an extended-response question?



STUDY

INTRODUCTION SOCIAL STUDIES



How did the mind-mapping strategy work for you? I know it was hard work, but if you have reached this point, then I know you kept going!

Hopefully, you feel that you have learned more about the way you think through test questions and have some new ways to approach questions when you retake your social studies OGT.

This next stage is about reflection and studying your learning results. There are two steps in the STUDY stage:

Step 6: Think about your thinking by completing the reflection worksheet.

Step 7: Set a meeting with your coach and review your progress.

To help you with Step 6, you will need your reflection question responses from your mind mapping and your standards and benchmarks worksheet from your planning. These items will help you to complete the reflection worksheet that is included in this section.

Respond to each of the sections on the reflection worksheet before setting up a meeting with your coach to review your progress (Step 7).



STUDY

REFLECTION WORKSHEET SOCIAL STUDIES

Reflection Worksheet for Social Studies Guide

Use the spaces below to identify content that is difficult for you.

- Review the questions in the DO section and identify specific questions that were difficult to answer. Check the benchmark related to the question and indicate below the topics that you still need to study.
- Check the standards and benchmarks worksheet (from the PLAN section) and identify other benchmarks that you are unsure of.

Standards to Review:	Topics for Study:
History	
People in Societies	
Geography	
Economics	(Example: how the U.S. government provides public services.)
Government	(Example: the differences among different forms of government.)
Citizen Rights and Responsibilities	
Social Studies Skills and Methods	



STUDY

REFLECTION WORKSHEET SOCIAL STUDIES

Reflection Worksheet for Social Studies Guide (continued)

Use the space below to describe how you think through and respond to the different types of questions on the OGT.

- What strategies help you work through each of these types of questions?
- What types of questions seem to be the most difficult for you to think through?

Multiple Choice	Short Answer	Extended Response
(Example: The talking points worked well.)	(Example: Highlighting what the question is asking made answering the question easier.)	(Example: Mind mapping before writing the response helped create a better answer.)



STUDY

REFLECTION WORKSHEET SOCIAL STUDIES

Reflection Worksheet for Social Studies Guide (continued)

How did the self-talking and mind-mapping strategy work for you?

- Did the strategy help you think through the questions more completely?
- Did you find that self-talking helped you work through your thinking?
- What type of mind maps did you use most often?

What worked for you?	What didn't work for you?

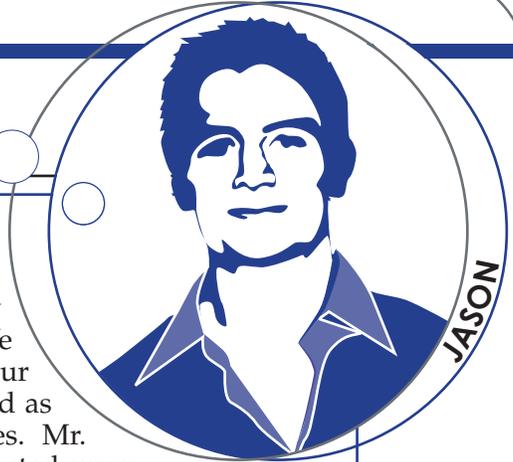
Brainstorm a list of actions that you might take to prepare yourself for retaking the social studies test. List resources that might help you prepare to be successful.

Action Steps to take ...	Resources that would help...
(Example: Find a study buddy; set up tutoring sessions with a teacher.)	(Example: Use the Web sites listed in the Reference section to copy and practice other test questions.)



STUDY

SOCIAL STUDIES



After I completed my reflection worksheet, I met with Mr. Stewart and the other students in our study group to review my progress. This meeting took about an hour. We spent about half of that time looking over our mind maps and we shared what we had learned as a result of reviewing our reflection responses. Mr. Stewart was impressed with how we had reflected upon our personal learning. We also identified most of the topics that we needed to work on.

Mr. Stewart helped me think of some additional ideas that I could use to develop a plan of action for preparing for the OGT. He found some resources for me on the Internet to use. And he talked with the school counselor about some extra help that might be available for me at my high school. I was ready to build my action plan – the last stage in the PDSA.



ACT

INTRODUCTION SOCIAL STUDIES



One last task to complete, but it's a very big one! Based upon your strengths and needs, it's time to develop an action plan for retaking the social studies OGT.

There are two steps in this stage:

Step 8: Develop an action plan.

Step 9: Tackle your plan!

Your coach will help you write your plan. I'm going to share with you what Mr. Stewart and I worked out for my plan.

After we examined my work with mind mapping and discussed what standards and benchmarks I still needed to study further, we began to put together an action plan. Here's what we came up with for me ...



ACT

ACTION PLANNING SOCIAL STUDIES

Action Planning for Social Studies OGT Retake

My personal goals

1. Meet the state requirement for graduation by obtaining a proficient rating on my Social Studies OGT.
2. Stick to my Action Plan.
3. Contact my coach if I run into any trouble while working with my plan.

What I will do ...	When I will do it ...	Help I will need ...
Meet with my social studies teacher (and coach) to discuss tutoring sessions that he will hold in the fall.	September 2 Set up a meeting to discuss tutoring opportunities.	- Mr. Stewart (teacher) - My Standards and Benchmarks Worksheet and my Reflection Worksheet - Materials recommended
Sign up for tutoring or extra help sessions at the high school.	As soon as possible and participate in all sessions until time for the retake.	- Parents (for transportation) - My boss (check my work schedule so I don't have conflicts)
Study 45-60 minutes extra every weekday (either through tutoring, extra help session at school, or on my own by practicing test items copied from the Ohio Department of Education Web site for the OGT). Use mind-mapping strategy in my study sessions. Log my progress in a study journal.	Every weekday - Monday through Friday	- Personal commitment - Coach's support and encouragement - Study group (other students in Mr. Stewart's tutoring sessions) - Study journal
Check out other resources on the Ohio Department of Education Student Web site for other practice options. Build a plan to use these resources during my study periods.	Second week in September	- Mr. Stewart - Web site
Report on my progress at our study meetings every week.	Every Wednesday afternoon at 3:30 PM.	- Mr. Stewart (my coach)



ACT

ACTION PLANNING SOCIAL STUDIES

Action Planning for Social Studies OGT Retake

**My
personal
goals**

1. Meet the state requirement for graduation by obtaining a proficient rating on my Social Studies OGT.
2. Stick to my Action Plan.
3. Contact my coach if I run into any trouble while working with my plan.

What I will do ...	When I will do it ...	Help I will need ...



REFERENCE

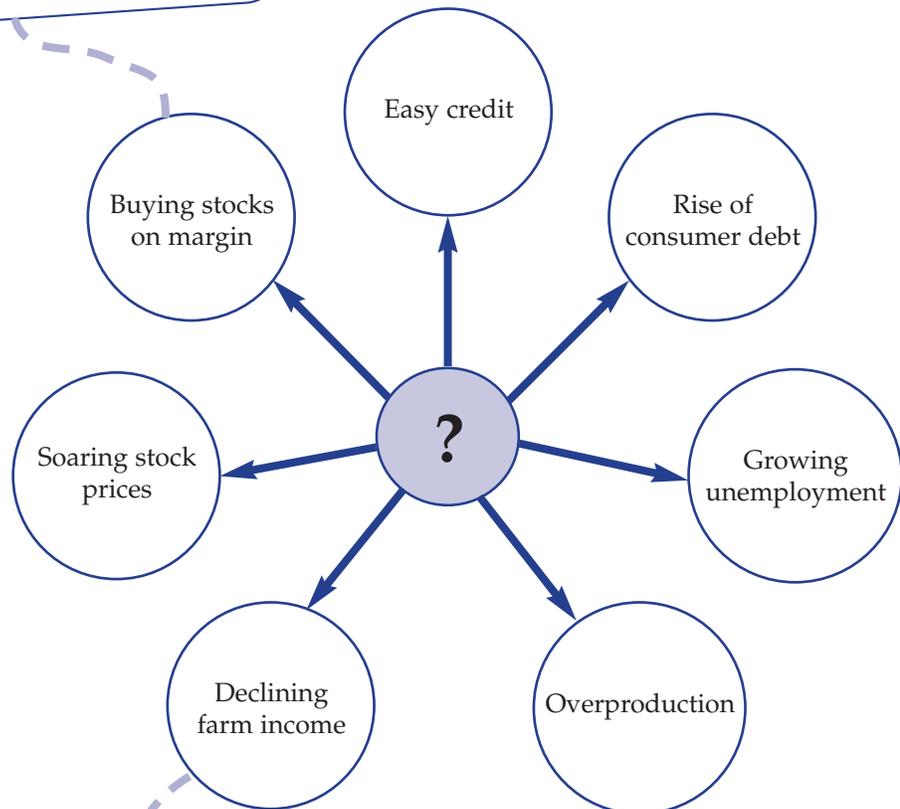


Here's a question about the 1920s. It looks difficult! The question lists several *developments* of the 1920s and is asking about the significance of these developments. I think if I draw a bubble map it will help me understand the question better. A bubble map is a great way to list various attributes of something.

1

2

So, for this question we'll list all developments (which are attributes) of the 1920s that are given in the stem of the question. I'll place each attribute in an outside bubble. As I am doing this, I'll try to think of what they all have in common.



NEXT PAGE



REFERENCE

Social Studies OGT Practice Test Item 17

3

Okay, I've all my developments identified. I think these have something to do with the economy, but let's look at the choices.

Choice **A** implies that these might be causes of World War II. But the question does not talk about World War II. It talks about the 1920s and World War II doesn't start until much later.

4

Choice **B** talks about difficulties in the economy. As I look at all the attributes, they do imply some type of difficulty. And I did think they were related to the economy. Let's hold onto this one and check out the other two options.

Choice **C** implies the Federal Reserve was in control, but the easy credit, rise in debt and soaring stock prices shows that the Federal Reserve wasn't really controlling the money supply. **C** is probably not the right answer.

5

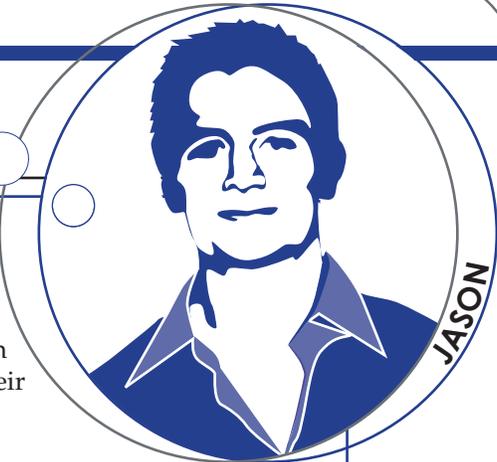
And choice **D** talks about immigration which has nothing to do with these difficulties that I can see.

I'm going to take one last look at all my outside bubbles on my map – and yes – each one of them seems to be connected to the economy. I do believe that these were significant signs of trouble with the economy. Choice **B** is the right answer.



REFERENCE

Social Studies OGT Practice Test Item 10



Here's a question about Indian independence. If I remember right, many Muslims feared that independence from Great Britain would keep them as a minority in India and subject them to discrimination by a Hindi-dominated government. They wanted their own country.

This is a cause and effect question. So, let me see, what were the causes for Muslim opposition to independence for India? I'm going to reread the stem of the question.

1

2

Some of the reasons for opposition are stated right there. When the British proposed to grant Indian independence, many Muslims were against it. The Muslims believed that the Hindus were dominating the independence movement. They were worried that their voice would not be heard.

I'm going to try a flow chart to map my thinking.



NEXT PAGE 

3

The main causes included the British proposal and the Muslim view of independence. So why were they so opposed? What were they most worried about? It seems like I have to look at the four choices and determine the *effect* or *result*. What did the Muslims want? That's what I have to figure out.

First, I'm going to read each choice. After reviewing the choices, it seems to me that choices **C** and **D** are not correct. The Muslims knew that those would simply not be possible since the Hindus were in the majority. I'm pretty sure I can eliminate both of those.

4

So, that leaves me with two choices. I know that the Hindu-Muslim problems were centuries old. Resolving differences was not going to happen soon. So, I'm thinking they probably didn't want to continue under British rule, so I'm going to cancel out choice **B** also.

The best answer is choice **A** – because the Muslims did want separate rule and they should have decided to work towards a separate independent Muslim country. This answer makes the most sense to me.

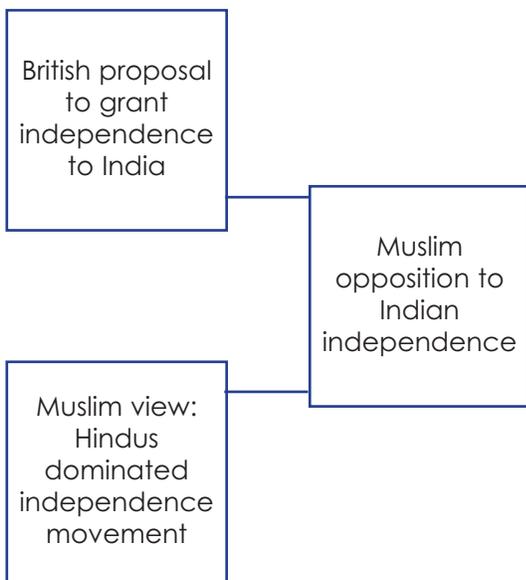


NEXT PAGE

Causes



Possible effects



This is the correct effect.

Muslims wanted a separate independent Muslim country

?
Differences had existed for centuries. Resolution unlikely.

~~Muslims wanted continuation of British rule until differences could be resolved.~~

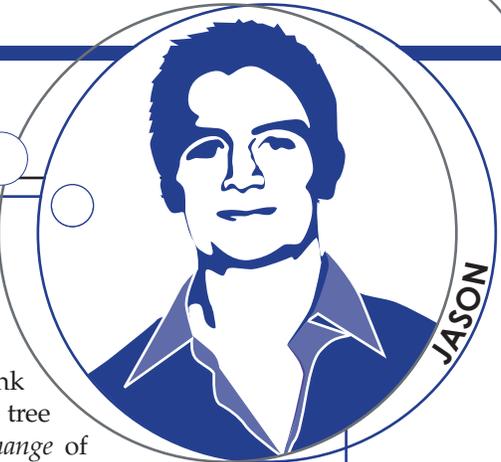
?
Not likely since Muslims were a minority.

~~Muslims wanted an independent India dominated by Muslims~~

?
Not likely to occur since Muslims were a minority.

~~Muslims wanted the forced evacuation of Hindus from India~~



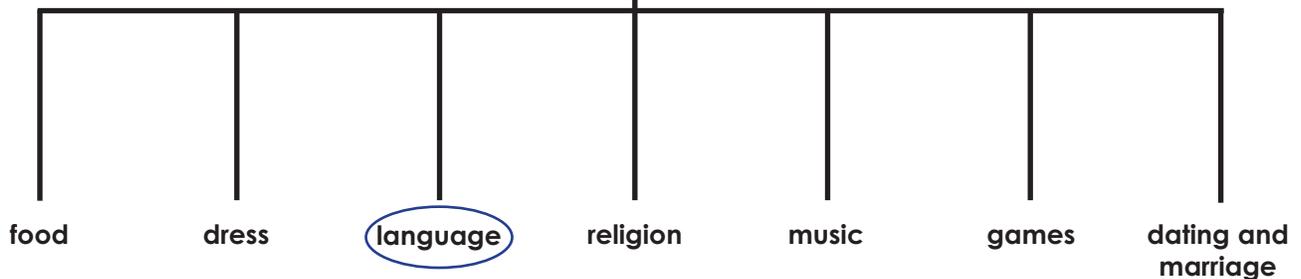


This question is about immigration. I remember studying about that in history class – so many people coming to America at the turn of the 19th century.

There are probably a couple of ways that I can think through this question. I think I'm going to try a tree diagram first. This question is asking about the *exchange* of cultural practices that happened as a result of immigration. I can think of quite a few ways that different cultures are represented in our everyday lives. Some of these include food, dress, language, religion, music, games, dating and marriage.

1

Cultural Practices



•NEXT PAGE →

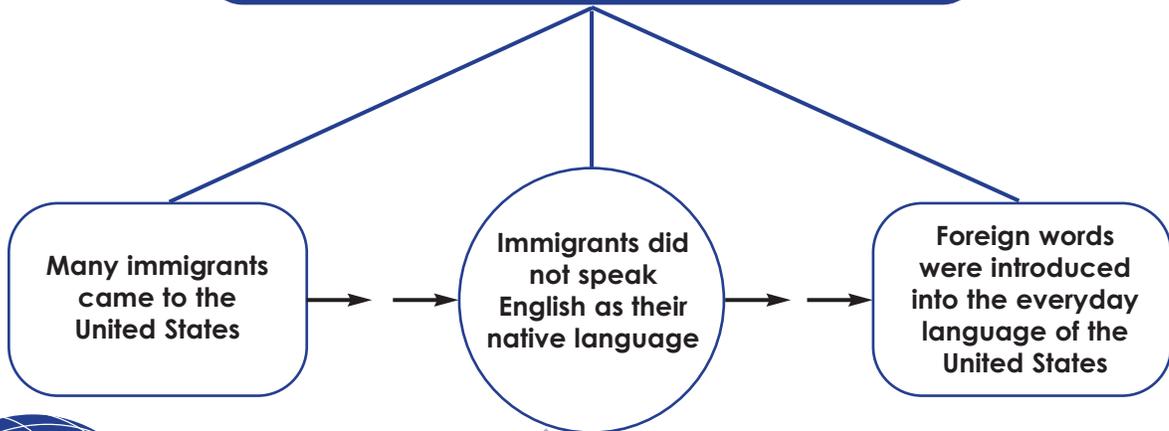
2

Now if I look at the choices available, I can see that the only two that connect to any of my *exchanges* are found in choice **A** and **D** – both include a reference to language. But **A** talks about speaking several languages fluently – something that most people cannot do. Choice **D** talks about words that get included in mainstream everyday language. It would seem that this is the result of cultural *exchange*. I'm thinking the answer is definitely choice **D**.

3

But, just in case, let me think about this another way. I can flow-chart the information and then make the best connection. The test item tells me that many immigrants came to the United States. It also tells me that immigrants did not speak English as their native language. So, language is a key idea here.

Exchange of Cultural Practices



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REFERENCE

Social Studies OGT Practice Test
Item 32

4

Now, looking over the choices once more, **A** talks about people speaking – but speaking several languages – and fluently. Not likely!

B talks about staying *culturally isolated*, which would indicate that there was no cultural exchange.

C is a no-brainer – you don't have to speak English to immigrate to the United States.

So again, in reviewing choice **D** – this is the best choice. As a result of cultural *exchange*, foreign words were introduced into the everyday language of the United States.

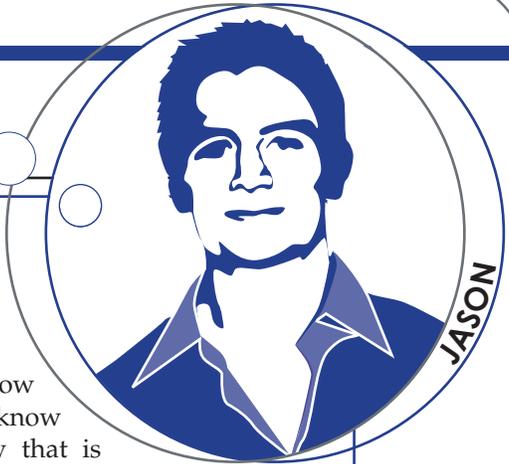
5

Both maps work – and both helped me get to the same conclusion.



REFERENCE

Social Studies OGT Practice Test Item 9



I need to know four different types of economies to answer this question. I wonder if a mind map will help me.

I'm going to start with listing all the terms that I know first. The question stem includes government – I know what that is. Then there is *industries* and I know that is factories and companies that make things to sell.

Products are the stuff that factories and companies make to sell to people. The terms for me to know are the ones in the answer choices: *mixed*, *market*, *traditional* and *command*.

Well, the question indicates that I need to know the similarities and differences among those four types of economies in order to answer correctly. I think the name of each economy gives away the meaning in some way – so let me see what clues I can figure out.

1

I'm going to develop a linked mind map that will help me compare these four economies. The main theme of the question is how government makes decisions about the economy. And the decisions that the government makes are about what products will be produced and how many of each type will be made.

2

I'm going to work with *market* first because I think I know what that means. The term makes me think about shopping and buying things. I think a market economy is one where buyers choose what they want to purchase. Then companies make the products that will sell, that buyers want. This type of economy is not controlled by the government. It's guided by choices made by consumers and producers. So I'm sure choice **B** is not the correct answer.

NEXT PAGE 



3

Now let me think about the word *traditional*. It would make sense that a traditional economy is one that is based on traditions or how things have been done in the past – by custom. If I remember right, traditional economies are usually found in small communities. Things are produced and distributed as they always have been. I'm thinking that there aren't many traditional economies anymore, especially with the growing world economy. Governments have to change with the times to survive. So choice C is out, too.

4

Now to choice D and the command economy. This word suggests that somebody is forcing – or *commanding* – companies to make certain products. That would have to be the government. Only the government would have the power to make such broad-sweeping commands. And that would tie in with the question. When a government controls and makes decisions, it is *commanding* industries to do certain things. This seems like the best choice – but I need to look at choice A – *mixed* economies, before I mark my answer.

5

Again, the name – *mixed* – gives me a clue. It must be a mixture of the other types of economies. Now I seem to remember that Mr. Stewart, my social studies teacher, said that most economies these days are mixed. But that's not the answer to the question.

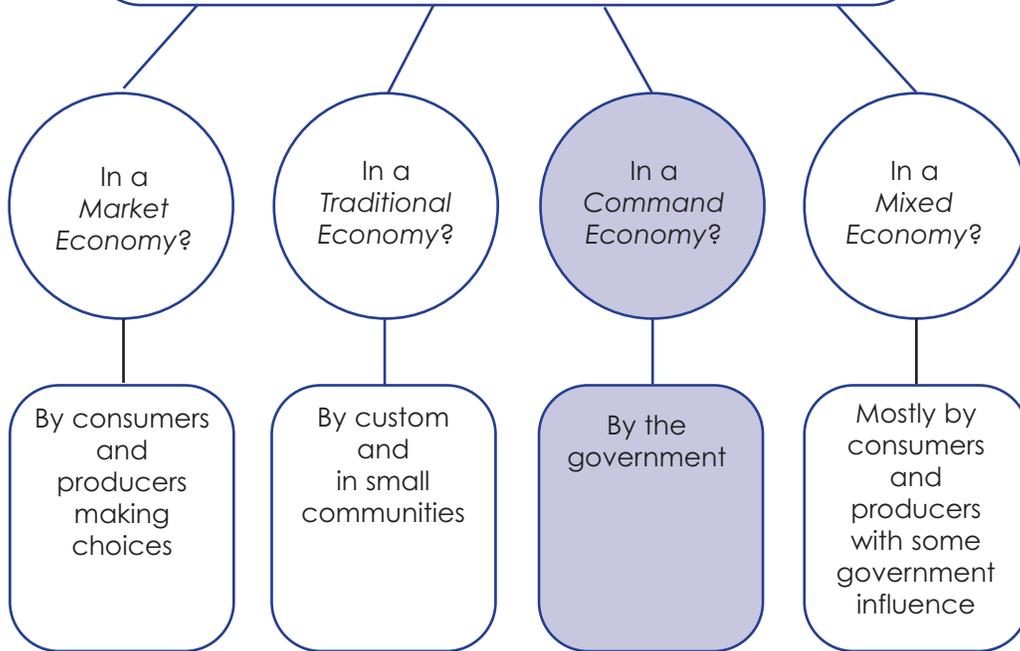


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How are economic decisions made?

Decisions like:

1. What products will be produced?
2. How many of each type of product will be produced?



6

The question wants to know what economy is present when the government controls all the decisions – and that has to be choice **D** – command economy.

This was a tough one, but if I really think through vocabulary and terms, I can figure things out pretty well on my own!



REFERENCE

Social Studies OGT Practice Test Item 11



There is quite a bit of reading in this question. I better reread it so I'm sure I understand what it is really asking. I also want to be sure that I understand all the vocabulary words and terms in the question. That's always a challenge for me.

After reading the question a second time, I see more clearly that it's about a court case during World War I, where this guy Schenck was found guilty of violating a law for passing out leaflets. A leaflet is like a brochure or flyer.

Using leaflets, Schenck was trying to persuade people to resist getting drafted into the army. He must have been against the draft.

1

2

Let's see. The information in the question says that Schenck's attorneys argued that the distribution of leaflets was protected by the First Amendment. It also says the Supreme Court upheld his conviction, so Schenck must have gone to jail or at least paid a fine. It seems like Schenck was expressing his opinion about the draft through his leaflet – that sounds like the First Amendment and freedom of speech to me.

3

Hmmm. The problem was that there was a war going on. I remember our social studies teacher, Mr. Stewart, saying that rights guaranteed in the Constitution are not absolute. He said the government can limit people's rights for certain reasons, like what is good for society as a whole.



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4

I think that's what this question is all about – the balance between what people can do and what government can do. To select an answer here, I need to think about two issues – individual rights and the common good. They use the word *balanced* in the question, so how can I represent the *balance* between individual rights and the common good?

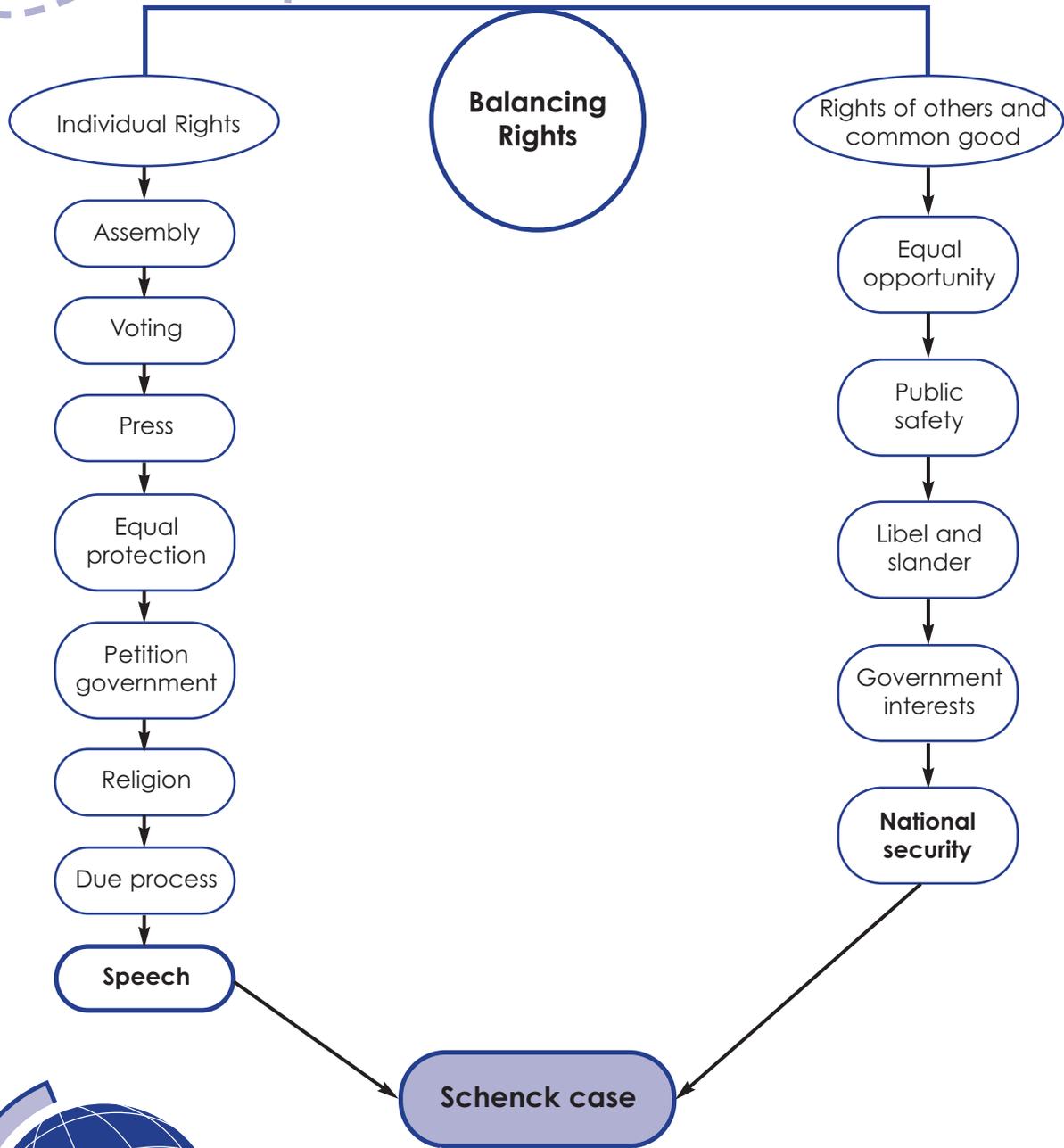
5

I'm going to do a mind-map to help me with this question. First, I'll list all the individual rights that I can remember, like freedom of speech, the right to vote and equal protection under the law. Now, I'll list things related to the common good, like public safety and national security.

By having all these ideas on my mind map, I can think through the balance between individual rights and the common good.



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REFERENCE

Social Studies OGT Practice Test Item 11

6

So, why would the Supreme Court uphold the conviction of a man for exercising his individual rights under the First Amendment? What example of the common good would be more important than that right?

Let's see. The question refers to World War I and the military draft, so I think national security might fit the bill. Perhaps the justices felt that Schenck was weakening the nation's ability to win the war because he was trying to persuade people to resist the draft. If people don't join the military, the country can't carry on the war to victory.

7

So, given what I've put together in my mind map, let's see if I can figure out if any of the answers connect to my thinking.

8

In reading over all the choices, it seems that choice **B** is the only answer directly connected to my thinking – the security of the nation in a time of war. I can tie those both together on my mind map to show the connection. I'll bubble in the choice **B** response!





This question has a cartoon. It is a political cartoon. So it is trying to get a message across.

My social studies teacher, Mr. Stewart, always says to look for a title first. He says the title or caption often helps you understand what the cartoonist is trying to say. But this one doesn't have a title.

So, I guess I'll look closely at the picture and then at the words.

1

First, the picture itself. I see a military tank. That's pretty much it – no people or any other objects.

2

Now for the words. Hopefully they will give me some meaning.

3

I see six phrases with lines leading to a part of the tank. I see *public education cuts*, *social service cuts*, *social security cuts*, *job training cuts*, *environmental protection cuts*, and *low income housing cuts*.

That's a lot of *cuts*. And all the cuts are connected to things the government usually does or provides.

4

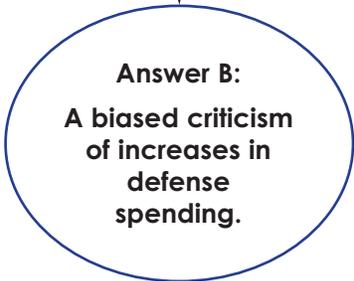
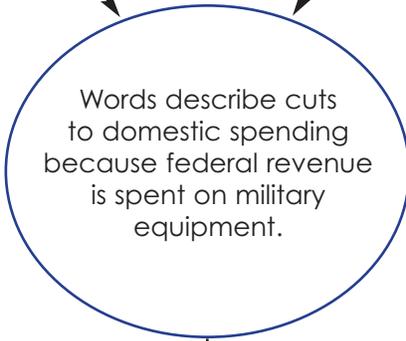
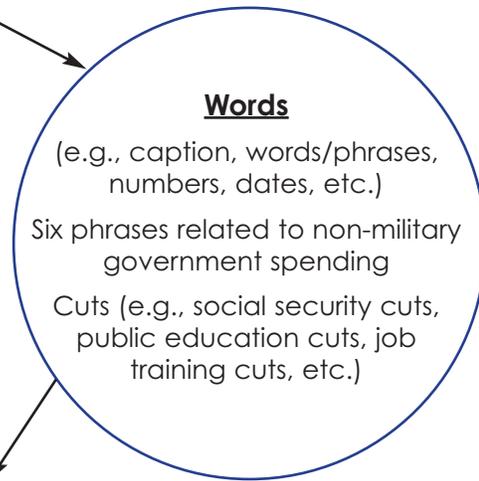
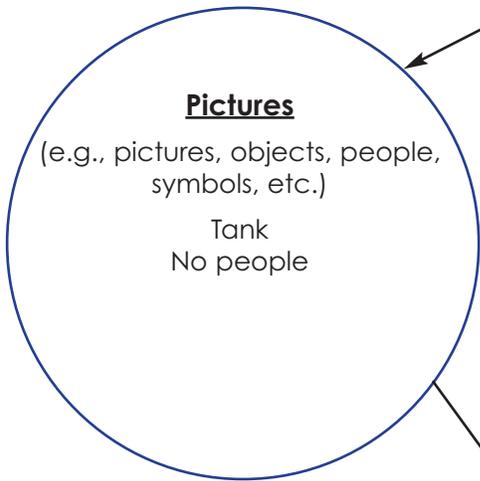
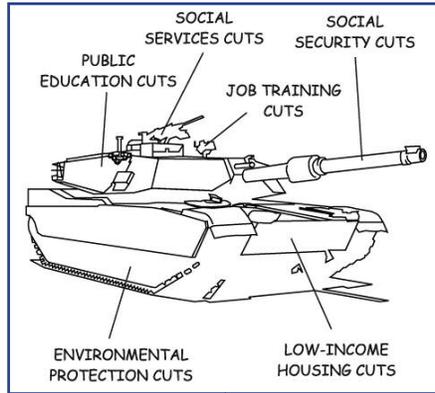
This is a good place to start mind-mapping to see if I can figure out the message of the cartoon.

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REFERENCE

Social Studies OGT Practice Test Item 21



REFERENCE

5

This mapping has helped. I think I get it now!

The cartoonist is saying that the government spends a lot on military equipment like tanks. Then there isn't enough money left for other important things like the environment, job training, education, social services, social security and housing for low-income people.

6

Now, I need to go back and look at the question again. The question is asking about the cartoon as a source of information. Is it objective – factual – or is it biased? In other words, is it slanted?

7

I'm going to examine the answers and see what I can come up with.

I think we can eliminate the first answer, choice A, because these kinds of cartoons are not objective. They are someone's opinion put in a visual form.

8

The other three choices all start with "a biased criticism of increases in ..."



NEXT PAGE 

9

Hmm ... I have to figure out what it is criticizing. And if I go back to my mind map, I think I have the answer. I figured out that the cartoonist was criticizing the money being spent on the military at the expense of other things. So which of the other choices is closest to that idea?

10

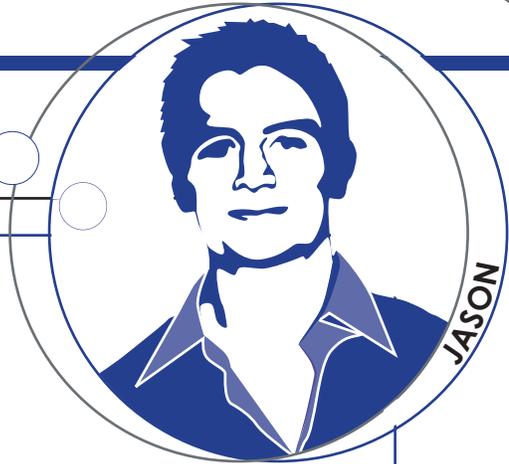
None of the answers use the word military. So, which answer has a synonym for military spending?

Military spending is the same as defense spending, so **B** must be the answer.

11

Taking time to think about the cartoon and to organize my thinking through the mind map got me right to the point. And the right answer!





This question asks me to think about two things: primary sources and how to determine the sources that are most credible.

I remember from social studies class that there are two kinds of sources – primary and secondary. A primary source is written or drawn by someone who was present when an event happened. And a secondary source is written or drawn by someone who was not present, but got his or her information from somewhere else.

A good example of a primary source might be a diary entry by someone who witnessed an event and then wrote about it in his or her diary. Or a letter by someone describing an event that he or she witnessed in person.

Then a textbook would be an example of a secondary source.

The other important word in the question is *credible*. That's what the question is really about. I have to decide which of the four sources in the answers is the most credible.

Credible means reasonably believable, I think. Or something like that.

1

The question mentions Nazi concentration camps during the Holocaust. That was around the time of World War II. But that's not really what the question is about. Whatever event might be in the question, I am deciding about which sources are the most credible or believable.



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2

I'm going to build a simple mind map to help me with this one – shouldn't be too complicated. I'm going to list the four choices in the first column. In the second column, I'm going to decide if the choices are primary sources. In the third column, I'm going to think about whether they are credible sources.

Resource	Is it a primary resource?	Is it credible?
A. Novel	No	
B. Account by survivor	Yes	Yes
C. German government movie	Yes	No
D. Film by child of survivor	No	

3

First of all, remember the question is about primary sources. Are any of the answers secondary rather than primary sources? If they are, I can eliminate them right away. A film by a child of a concentration camp victim would be a secondary source, wouldn't it? Yes, I think so – choice **D** can be eliminated.

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4

Another one of the sources listed is choice **A**, a novel. I can throw that one out, too. A novel is fiction. It's not meant to be true. It's not a historical record. It might be interesting and based on real events, but you can't claim that it is a credible source. The author makes things up in a novel, so it's hard to separate fact from fiction.

5

Okay, I'm down to two. And both of these would be primary sources – an account by a survivor and the German government movie. Now I have to decide which of those two could be considered credible. And, why is it credible?

6

I think it's got to be choice **B** – the account by a survivor. For one thing, that's the definition of a primary source. A survivor was there and would be trying to explain to people what it was like in a concentration camp.



NEXT PAGE 

7

A German government movie made in 1942 might be a primary source if they took film at an actual camp. But, they would be biased. They would try to make death camps look better than they really were so people would not criticize Germany as much. So, no way I'm thinking this represents a credible source.

8

I'm going with choice **B**. Mapping out thinking in this type of grid really helps me think through each of the answers. I like how this one worked out!



REFERENCE

Social Studies OGT Practice Test
Item 30



This short-answer question is about Native Americans and settlers on the Great Plains.

Just like all short-answer questions, it's important to start by reading it carefully and trying to figure out what it's asking me to do. Then it's a good idea to list terms that I don't understand.

After I read this question, these terms don't look too difficult: *settlement*, *Homestead Act*, *Great Plains*, *cultivate* and *treaties*.

Luckily, the question explains what the Homestead Act was. I'm pretty sure that cultivate means to farm the land, to grow crops.

I'm not absolutely sure where the borders of the Great Plains are, but I don't think it matters. I just have to know that Native Americans lived there.

1

Treaties were agreements between the U.S. government and Indian tribes that set up areas where Native Americans and settlers could live. The question tells us that the government did not honor the treaties.

2

I think that means that the government did not enforce the treaties, and that's what caused the problems. The Indians were cheated out of the land that the treaties promised they could live on.



NEXT PAGE

3

A mind map at this point might help me answer the question. I have to *identify* two consequences of contact between the settlers and Native Americans. This is about cause and effect. Consequences are much the same as effects. So a mind map that would work really well here is some sort of cause-and-effect flow chart.

4

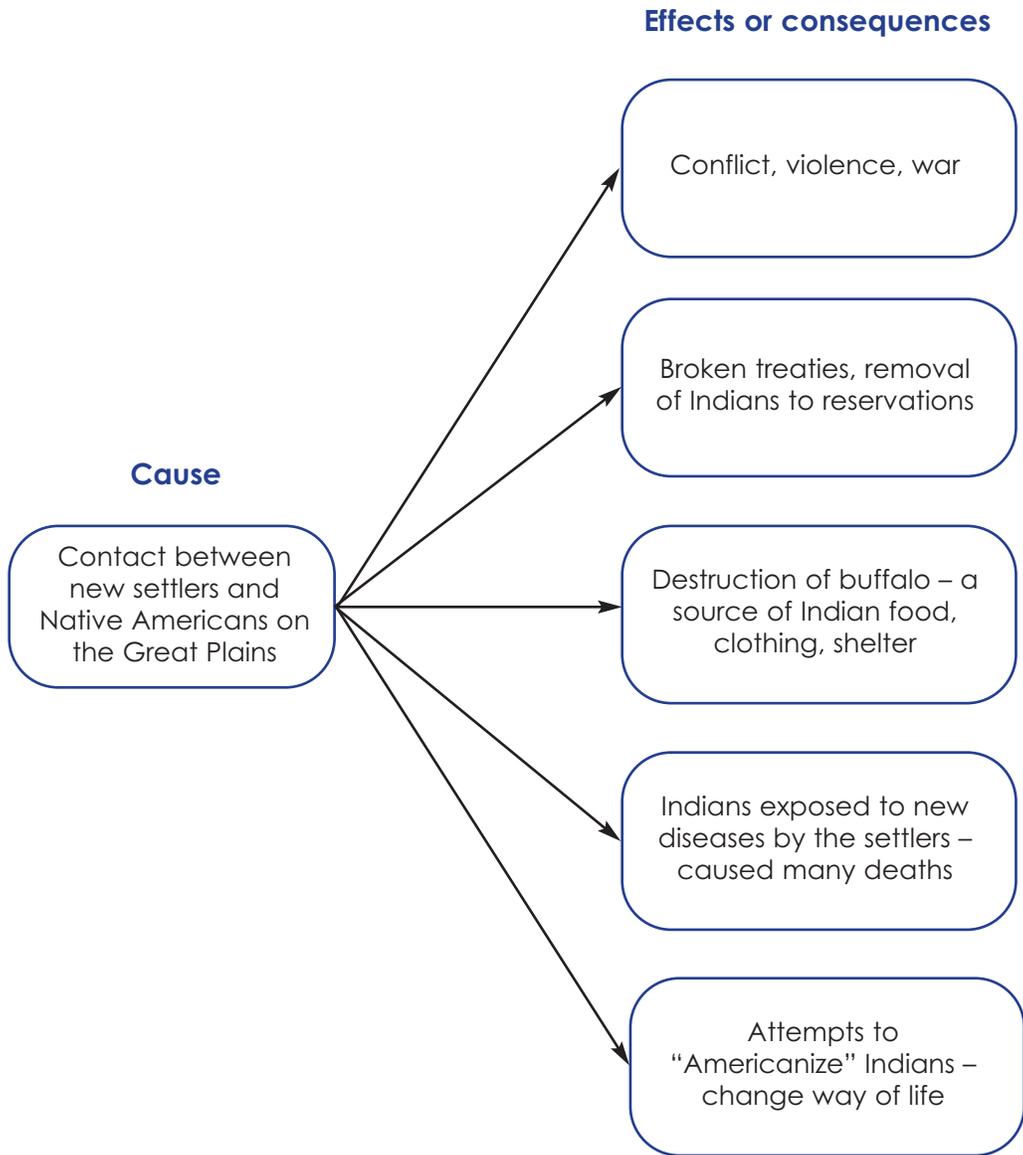
Before I get started on the mind map, I should take a look at the verb in the question. I remember our teacher saying to always look closely at the verb in a short-answer question. In this case, the performance verb is to *identify* which means to list or name things. I don't have to explain anything, just name them.

5

So I need two consequences – or effects – of contact between Native Americans and settlers on the Great Plains. Contact is the cause – now let's try out some effects (or consequences).



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6

When settlers and Indians came into contact, lots of things happened. I can think of more than two. For one, they fought each other.

And many Indians were forced to live on reservations, which were areas where they had to live. They couldn't live wherever they wanted like the settlers.

7

The Indians on the Great Plains depended on the buffalo for food, clothing and shelter. They used the skins to make clothes and teepees. And the settlers killed most of the buffalo, destroying the Indians' whole way of life. That's another consequence of contact.

8

The settlers also exposed the Indians to new types of diseases that they were not able to withstand. This caused many deaths.

Also, settlers tried to "Americanize" the Indians – make them live like the settlers.



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9

This gives me several consequences to choose from. I should be able to write a dynamite answer to this one! Here's my two-point response:

Two-point response (Jason's response)

Increased violence was one consequence of these contacts between the Native Americans and the settlers. One consequence was the death of many Native Americans from new diseases.

One-point response

One of the consequences between the two is that there were battles. The Native Americans felt they were taking their land. So there were fights. Another was white man thinking that they were right and that the Native Americans were not as smart. The Native Americans were smart, and didn't let the white man rule. They fought for everything they had. These are just two of the consequences. The worst is all the lives that were lost, because of the fighting. Many white men, and many Native Americans were killed during this time.

Zero-point response

The Homestead act offered free land to anyone who could live on it. The government signed a treaty with Indian nations so they could live there. Two different people got the land.



REFERENCE



This short-answer question is about dictators and absolute monarchs. I remember that we studied about both.

Absolute monarchs are kings or queens. They usually come to power when their parent, the old king or queen, dies. Rulers like Henry VIII of England and Louis XIV of France came to power that way. Many times, the absolute monarchs say *God has chosen them* to rule. It's called divine right.

Dictators, though, usually take political power. They use force, like the military, to get and keep their power.

Now, the question wants me to *compare* procedures for selecting leaders who are absolute monarchs and dictators. That means to tell about the similarities and differences. I'm going to do a double-bubble map to help me see this question more clearly.

1

2

First, I'll concentrate on the things dictators have in common with absolute monarchs. Things like the total power the rulers have over the people and the rights of the citizens under the government, or, more accurately, the *lack* of rights.

The average citizen has no say in who becomes the ruler in an absolute monarchy. It's not any better in a dictatorship. The average citizen has no choice in selecting the ruler. The rulers often take over by force. Both monarchs and dictators may use force to maintain power. That gives me four common bubbles to start with.



NEXT PAGE

3

Now, I'll put in monarch and dictator on either side of the common bubbles, with lines leading to all the bubbles. That clearly shows what these two types of leaders have in common.

4

To answer the question, I'll add the role of citizens in the selection process of an absolute monarch. There really isn't any. Monarchs inherit power and often think it's their divine right to rule. Dictators use force to take power and then can use the military to keep the power. Of course, citizens can use force to oppose or depose a dictator, but with the military working for the dictator, that would be hard to do.

5

My double-bubble map clearly shows that citizens have no role in selecting their leaders in either form of government. Cool! I can easily score two points on this question.

Two-point response (Jason's response)

Citizens do not have a role in picking leaders in a dictatorship and an absolute Monarchy. In a dictatorship citizen have no choice at all. The dictator takes over with military force. In an absolute Monarchy it is the same way except leaders are family members and when they die another family member becomes King or Queen.

One-point response

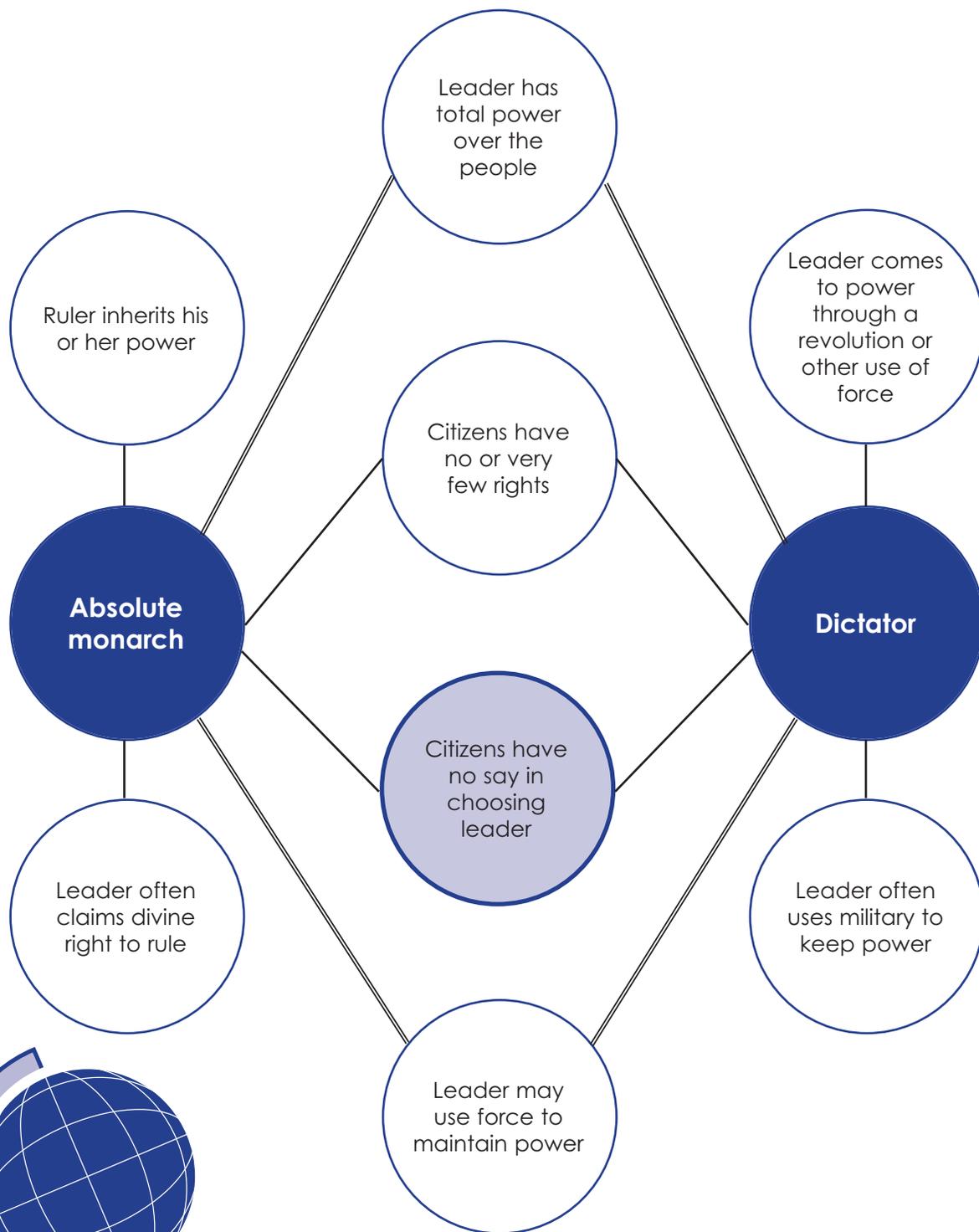
Citizens can elect dictators. They have the freedom of choice to pick who they want to lead their country. In an absolute Monarchy the power is passed down through a particular family. There is no election process here for the citizens.

Zero-point response

Citizens have the power to choose who will reign over them. These citizens chose not to have a voice when they selected their leaders as dictators and monarchs. The people only get to voice who they want to rule and that's all the power that is granted to them. Therefore the role of citizens in dictatorships and absolute monarchies is very small but the people chose to give that up.

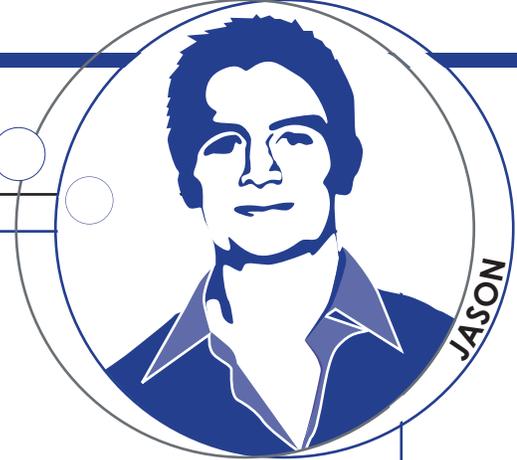


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REFERENCE

Social Studies OGT Practice Test
Item 24



Boy, this extended response looks really hard! It's a long question, so I'm going to read it over a couple of times and highlight key words and terms. One thing I am learning about these extended response questions is that you have to take each part and make sense of it before you move to the next part.

So, here goes ...

I know. It's about economics, but I think mind-mapping it will help me figure it out.

The first part mentions the Federal Reserve System, the money supply and the reserve requirement. Lucky for me the question tells me what the reserve requirement is.

What about the Federal Reserve System? I remember going over that in class. Our teacher said it was the main bank of the United States. I think he called it the central bank of the United States. He always called it *The Fed* for short.

The other term was *money supply*, which, if I remember right, means the amount of money in circulation in the United States at any time.

The question defines *reserve requirement*. It is the percentage of deposits banks must keep on reserve and not lend out.

1

I'm ready to look at the first bullet in the question. It tells me that inflation went up between 1976 and 1980. I remember inflation is when prices keep rising faster than wages. Everything keeps getting more expensive and people have a hard time buying things.

And this first bullet asks a question: what change – increase or decrease – could the Fed have made in the reserve requirement to stop the inflation?



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REFERENCE Social Studies OGT Practice Test
Item 24

2

I need to think this through. If the Fed increased the reserve requirement and the amount of money in reserve, banks would have less to lend to people or businesses and the money supply would shrink. There would be less money in circulation and less money to spend.

But, if they lowered the reserve requirement, the opposite would happen. The money supply in circulation would increase and more money could be spent.

3

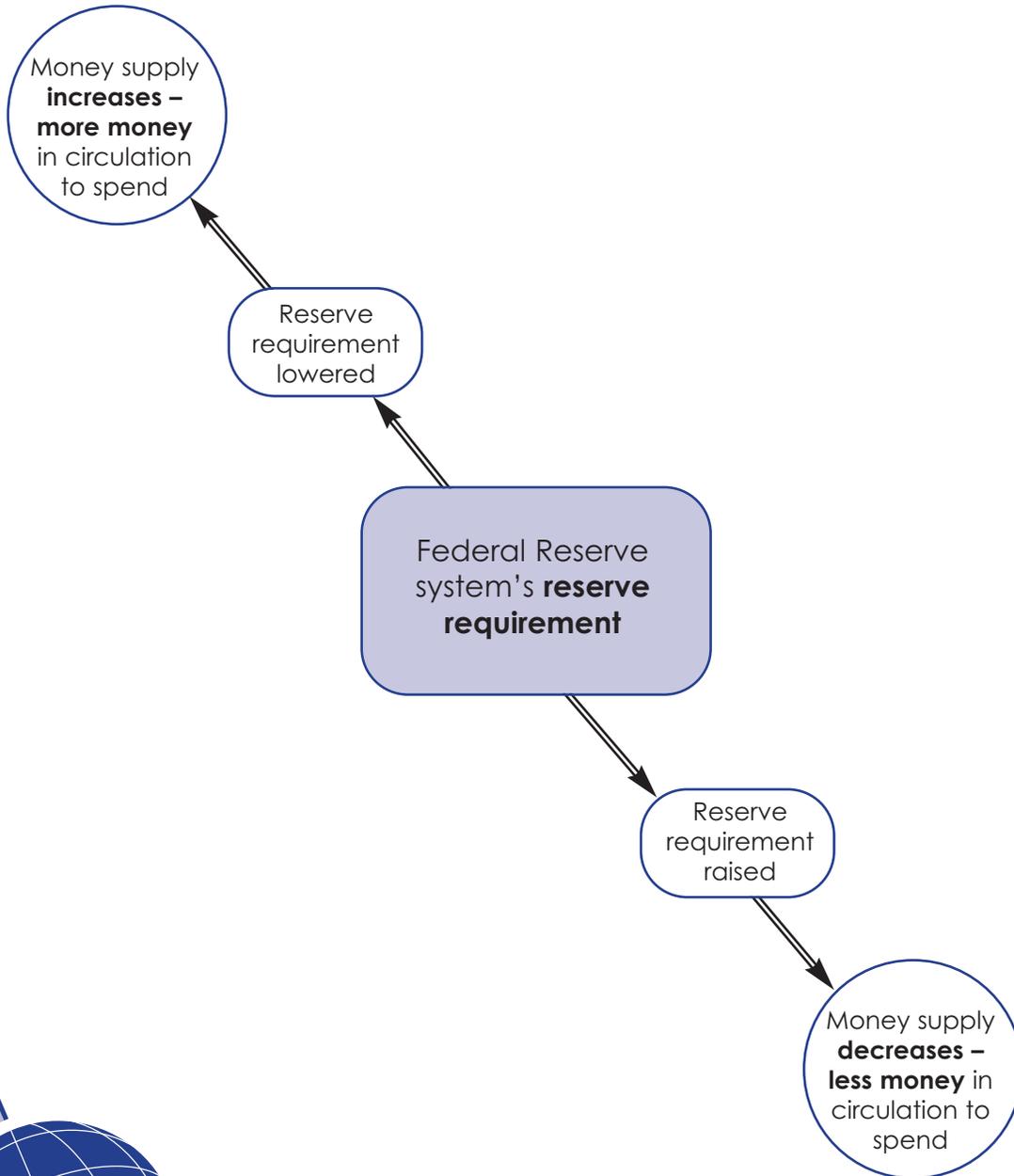
That really answers the second and third bullets in the question, I think. How would a change in the reserve requirement affect consumer and business spending? I think I've answered that. An increase in the reserve requirement would decrease consumer and business spending because there is less money in circulation to spend.

4

I'm going to check my thinking out with a mind map. This will also help me when I try to organize my thinking into a written response.



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5

My mind map demonstrates that if the Fed raises the reserve requirement to banks, then consumer and business spending goes down. And if spending goes down, then inflation will, too. I think I'm ready to write out my response.

Four-point response (Jason's response)

The Federal Reserve System could have made banks keep more money on reserve to stop that inflation during 1976 to 1980. With less money in circulation, there would be less inflation. Consumers would have less buying power because it would be harder to borrow money. Those in turn would make businesses also spend less to get rid of the surplus that the consumer wouldn't be able to buy. This change would make consumers & businesses hold on to their money and ultimately drive inflation down.

Three-point response

The Federal Reserve System could have lowered inflation by increasing the amount the banks had to have in reserve. This would decrease consumer and business spending. However, I do not believe that it will decrease that much because not many people take that much out at once.

Two-point response

Consumer spending would have gone down and since no consumer would have money, business spending would go down.

One-point response

It would make it a lot harder to spend or loan money to business or people.

Zero-point response

From 1976 to 1980 there was a lot of inflation and there still is because gas is high to day and it needs to be lowed. Its more consumer spend on buying then, more business have to spend on building thing.



ADDITIONAL RESOURCES

OGT Resource Web Site for Students Preparing for the OGT

<http://ohio.measinc.com/content.htm>

This site is designed for students preparing for the OGT. It provides resource materials and practice tests in all five content areas. The student Web site will be periodically updated with additional materials and resources.

OGT Multimedia CD-ROM for Teachers

<http://ohio.measinc.com/teachers>

Organized by reading, mathematics, writing, science and social studies standards, these CD-ROMs contain information about the OGT, including descriptions of the academic content standards and benchmarks, as well as released OGT multiple-choice test items. The CD-ROMs also contain constructed rubrics for each subject area, dozens of annotated student responses and a practice scoring section where teachers will be able to score constructed responses and compare their scores with the OGT committee scores. All of the standards and benchmarks, multiple-choice and constructed-response items, and annotated constructed response paper will be printable. An additional section of the CD-ROMs will be devoted to instruction, featuring videos of Ohio teachers conducting model lessons with their students. Every year in the fall, ODE plans to distribute updated CD-ROMs with new test items, student responses and model lesson videos to school districts.

ODE Link to Academic Content Standards

<http://www.ode.state.oh.us>
Keyword search: *Academic Content Standards*

This site provides a listing of resources available online to families.

ADDITIONAL RESOURCES

A Guide to the New Ohio Graduation Tests for Students and Families

<http://www.ode.state.oh.us>
Keyword search: *Resources for Ohio Graduation Tests*

The purpose of this guide is to provide students and their families with:

- An overview of what may appear on the OGT in reading, writing, mathematics, science and social studies;
- Sample OGT questions;
- Test-taking tips and activities that will help students prepare for the OGT;
- Frequently asked questions about the OGT;
- A graduation checklist; and
- An OGT Web site.

OGT Practice Tests and Previous OGT Tests

<http://www.ode.state.oh.us>
Keyword search: *OGT*

This site provides both practice tests and previous OGT tests for download. Coaches can use these tests while working to develop their students' skills in mind mapping through questions.

Instructional Management System (IMS)

<http://ims.ode.state.oh.us/ode/ims/>

The Instructional Management System on ODE's Web site is Ohio's Web-based vehicle for communicating the model curricula now aligned with the new academic content standards, to assist Ohio educators in designing and strengthening their lesson plans. With Internet access, educators can view, download and use the content, or customize lesson plans and assessments to meet the needs of individual students.

ADDITIONAL RESOURCES

Books:

Burke, J. (2000). *Reading Reminders, Tools, Tips, and Techniques*. Portsmouth, NH: Boynton/Cook

Cleary, B. A., & Duncan, S. J. (1997). *Tools and Techniques to Inspire Classroom Learning*. Milwaukee, WI: ASQ Quality Press.

Hyerle, D. (2004). *Student Successes with Thinking Maps: School-Based Research, Results, and Models for Achievement Using Visual Tools*. Thousand Oaks, CA: Corwin Press.

Hyerle, D. (1996). *Visual Tools for Constructing Knowledge*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J. (2003). *What Works in Schools: Translating Research into Action*. Alexandria, VA: Association for Supervision and Curriculum Development.